

SRC to get injection of energy cash

by Robin McKie
Science Correspondent

Funds supplied by the coal, electricity and gas industries for energy research at universities are to be taken over by the Science Research Council which is also set to double its own expenditure as part of a new scheme to boost work in the area.

The co-funding initiative for energy research, which was unveiled last week by SRC chairman Sir Geoffrey Allen, is expected to be established within the next two or three months. It will consist of three panels representing the interests of gas, coal and electricity, although further panels for the nuclear and oil industries may later be established.

These panels, which will report directly to the SRC's energy committee, will be made up of senior academics and representatives of the energy industries. Their jobs will be to coordinate research projects, directly related to energy problems, carried out at UK universities.

At present, energy research is funded in a rather haphazard fashion with many important areas being neglected. In particular, the coal, gas, and electricity boards tend to fund only short-term, trouble-shooting research directly related to immediate problems experienced in those industries.

Longer term research, which could take five to ten years to complete, is often under-supported. To prevent this, each panel will consider the research needs of each industry in a coordinated fashion. "It is no use crying when industry only asks about its short-term needs and then complaining when their long term requirements are not fulfilled. Universities require guidance and that is what the new scheme will do," said Dr Jack Buttorworth, the SRC's energy projects co-ordinator.

When the new initiative is fully operational in four or five years, about £5m now spent by the gas, electricity and coal boards on university research will be controlled by the panels with the SRC providing a similar sum. The council's involvement in the co-funding initiative means its support of energy research will rise from its present £375,000 a year to a total of about £1m, although the figures still have to be approved by the council. Major projects it will support will include heat pumps and energy storage research.

Glasgow students oppose faculty library decision

Students at Glasgow University have announced their opposition to proposals to close several faculty and departmental libraries.

The libraries under threat are the law, engineering, and divinity faculties, chemistry and Latin-American, and it has been suggested that the large social sciences library be closed in the evenings.

As part of Glasgow's 317 staff cuts, the library service must lose 10 per cent of its present 150-strong staff over four years. The university's head librarian, Mr Henry Heaney, said this would certainly be achieved without enforced redundancies, but that one way of cutting back was to reduce the number of people servicing duplicate stock outside the main library. It had been suggested that some books be reallocated to other libraries and the undergraduate reading room.

But Mr Jimmy Black, president of Glasgow's students representative council, said: "We can't see how this is going to be done without a major cut in the library service. The

CNAA attacks South Bank

by Paul Flather

The Council for National Academic Awards has made a series of severe criticisms of the structure and administration of the Polytechnic of South Bank, saying they are weak, retarded and insufficient.

The CNAA's committee for institutions confirmed last week that the next quinquennial visit to reassess polytechnic standards would take place only 18 months after the last visit in the first half of 1982.

The CNAA also decided it would be premature to make any decision on a policy to devolve responsibility for internal validation of courses to the polytechnic under the council's partnership-in-validation programme.

In a confidential report of its review visit last October the CNAA says the "overall development of the polytechnic as an academic community has been very limited over the six years since the previous institutional review".

It identifies three phases of development: steady development until 1978; a standstill on all initiatives from 1978 to 1980; and a

phase of new initiatives after 1980 when the current director, Dr John Beishon took over from his predecessor, Mr Vivian Pereira-Mendoza.

In the interim phase a weak internal committee structure had been formed by the failure to adopt an agreed development plan, the report says. Staff at all levels had identified with their own departments, not the polytechnic as a whole.

The CNAA emphasizes six areas for positive action: separation of academic from decision-making leadership; clarification of the role of assistant directors, departmental heads and deans; a sort out of relations between academic and course boards, departments and faculties; improvement of communication between staff, students and academic board; examination of links between staff, students and academic board; examination of links between staff, students and academic work; and pressure on the Inner London Education Authority for more funds for example to replace obsolete scientific equipment.

The CNAA commends the new director in his aim to lead change and ensure reforms take place before they are forced by outside pressure. But it warns the academic board is not sufficiently developed to spot threats to the maintenance of academic quality at South Bank. It is also wary that without a confident committee structure the director's new initiatives might occur without taking full account of the views of staff and students. Dr Beishon has however convinced the CNAA he is not alienating staff, as was suggested in an interim report.

"The polytechnic is now in a state of flux and uncertainty with policy issues defined but unresolved," the report says. This was why CNAA had to make another review so soon. But, although the report is damning, it does speak of the opportunities for change and avoid direct criticism of academic standards.

The CNAA noted for example the facilities of built environment and science and engineering had started important reforms, and a working party was reappraising the role of administrative posts.

Fee increases cause evening class shrinkage

by Charlotte Barry

Enrolments in local authority evening classes have fallen by 11 per cent this year as a direct result of massive fee increases, according to a survey published this week.

In some authorities, fees have risen by as much as 200 per cent, the report by the National Society of Adult Education and the Advisory Council for Adult and Continuing Education reveals.

The survey was compiled from figures sent to the NASE by 82 education authorities in response to a questionnaire sent out in October.

It shows that fees for non-vocational evening classes rose by 14 per cent on average between 1980 and 1981. Levels rose in 15 out of 220 local authorities, fell by up to 36 per cent in one. The rate of change in enrolment ranged from a 30 per cent rise in one authority, with a 11 per cent decrease in another.

The increasing trend by a number of local authorities to make adult education service self-financing is reflected in the growing parity in fees. The survey says that the average fee charged is 41p an hour, out of a total range of between 15p and 50p an hour. This corresponds to an average of £8.20 for a course of 10 hours a week over 10 weeks.

A considerable number of people seeking adult education are being priced out of the market, Mr Robin Squire, Conservative MP for Harnchurch said in Commons this week.

Introducing a private member's motion urging local authorities to provide adequate resources for adult education, Mr Squire said that in different parts of the country the spectre of the destruction of a service was apparent.

Lecturers and college bosses are certain to agree on a 15 per cent pay claim this week, but a direct confrontation with the Government's initiative at the sector salaries.

A special salaries council set up by the National Association of Teachers in Further and Higher Education meets tomorrow to discuss a claim which is expected to be in line with the demands made by schoolteachers in England and Scotland.

Lecturers are also expected to agree a management refusal to agree a review of the salary structure recommended in last year's union motion. Also at the top of the claim will be the payment of a lecturer's pay on the day of a lecture if he is stuck at the airport by a payment of 100 per cent of his salary.

The plan, one of 42 motions so far submitted to the NUS national conference in Blackpool next month, calls for the setting up of a bank which is free of investment ties with any country or company responsible for suppressing human or civil rights.

Mr Tony Turner, Salford union president, said: "We want to condemn a system that forces us to invest in oppressive regimes. This is serious for all students who have bank accounts."

But we also want to highlight the ludicrous campaign to boycott Barclays. All banks are connected in some way with dictatorships or repression, from Chile to South Africa. NUS gets too involved in foreign issues it does not fully grasp."

Among other motions are demands to send a telegram to President Reagan demanding no United States interference in Latin America, to set up a world code controlling baby milk production, and fight for the release of Raul Wallenberg, the diplomat who helped thousands escape Nazi concentration camps but has since disappeared.

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CNAA partnership plan in trouble

by John O'Leary

Efforts by the Council for National Academic Awards to relax its scrutiny of "mature" colleges and polytechnics have run into serious criticism in their first year.

The new arrangements, announced with a considerable fanfare under the rubric "Partnership in Validation", are reviewed in an internal report for a meeting of the CNAA council next month. The report distils the views of council's subject committees on the level of success achieved under the partnership scheme.

It had been intended to reduce the bureaucratic load on the CNAA while allowing selected institutions a greater say in validating courses. Outside visiting would be reduced and courses approved indefinitely where possible.

Although support remains for the concept of greater flexibility, there are doubts about the present regulations, which have shown themselves open to a variety of interpretations. One result has been a likely increase in validating costs when the new system was intended to produce economies.

The report, from the council's Committee for Institutions, which was established to take control of Partnership in Validation, will recommend that the CNAA pauses to take stock of how far the system is meeting its objectives.

Strongest criticism from the various subject committees has been reserved for the plan of the partnership scheme, institutional arrangements. These give polytechnics or "mature" colleges an unprecedented measure of self-validation.

Officers of the CNAA are reluctant to single out the arrangements for special consideration, but they admit that there have been problems in implementing them. Only one has been approved since the partnership system was introduced in June, 1979, and now there are calls for a moratorium on further proposals.

The range of proposals received has imposed a workload which the CNAA cannot sustain and has proved costly for both the council and the institutions concerned. Some polytechnics have now decided that they will not pursue the fullest

degree of autonomy and only two more agreements are near to completion.

Dr George Tolley, director of Sheffield Polytechnic, which secured the first agreement, has expressed scepticism about the new system. He said he had been shocked by the length of time taken to process even moderate proposals.

The main difficulties arise from ambiguities in the "blue book" of regulations for Partnership in Validation. Some subject boards have been consistently critical of the system, but there is now general agreement that the institutional agreements at least need modification.

A strong body of opinion favours a moratorium on new proposals, while some polytechnics are now putting forward proposals for a halfway house of joint validating committees.

It took six years for the CNAA to agree on the partnership scheme, which was first mooted publicly in 1974. Two visiting were rejected before the blue book was approved. Now, although the system is unlikely to be abandoned, new changes seem certain to emerge from the current review.



NUS aims to break the bank

by Paul Flather

A warning that the days of monetarism are numbered has come from students at Salford College of Technology just a fortnight before the Budget.

The students union, to coin a phrase, says that money is the root of all evil, and urges the National Union of Students to set up its own "non-monetarist" bank, preferably based on the rules of barter.

Staff at NUS would be the first to feel the effects of barter—they would be paid in beads, sea-shells, bootlaces, and anything else to hand.

The plan, one of 42 motions so far submitted to the NUS national conference in Blackpool next month, calls for the setting up of a bank which is free of investment ties with any country or company responsible for suppressing human or civil rights.

Mr Tony Turner, Salford union president, said: "We want to condemn a system that forces us to invest in oppressive regimes. This is serious for all students who have bank accounts."

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Among other motions are demands to send a telegram to President Reagan demanding no United States interference in Latin America, to set up a world code controlling baby milk production, and fight for the release of Raul Wallenberg, the diplomat who helped thousands escape Nazi concentration camps but has since disappeared.

Medical working party contradicts Flowers plan

by Robin McKie
Science Correspondent

Plans to close medical schools would save London University far less money than increasing staff: student ratios, a university working party on medical costs warned this week.

The party's report contradicts the major recommendations of the Flowers report which called for the closure of three schools—Westminster, King's and the Royal Free.

The working party report states that "far greater savings in terms of recurrent expenditure are possible by slight alteration of staff: student ratios", although it warns that reducing staffing levels could have an adverse effect on academic standards.

As a result, the university's academic and planning committees which will be meeting to discuss the working party report in the next few weeks are likely to recommend a mixture of reduced staff levels and school closures.

It is also likely that the committees will recommend to London University to set up a new medical school in St Mary's, St George's, St Thomas's, and the Royal Free.

The working party considered a total of 17 options—including the closure of seven medical schools, St Mary's, Charing Cross, the Middlesex, St George's, St Thomas's, Westminster, and St James's, as well as six of the city's pre-clinical schools.

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Academics press for fees U-turn

The Government is facing renewed pressure to exclude students from developing countries of the Commonwealth from full-cost tuition fees.

A consultative group of leading academics and educational administrators from all over the Commonwealth is to meet in London in April to draw up recommendations on student mobility to put to governments. The group will seek to ensure the implementation of resolutions from last year's conference of Commonwealth education ministers.

Among the proposals adopted at the conference, which was attended by Mr Mark Carlisle, Secretary of State for Education, were the establishment of special schemes to help students from developing nations.

The consultative group, which is being appointed by Mr Shridath Ramphal, secretary-general of the Commonwealth Secretariat, will spend four days reviewing progress on this and other recommendations, and drawing up proposals for action. It will be chaired by Sir Hugh Springer, former secretary-general of the Association of Commonwealth Universities.

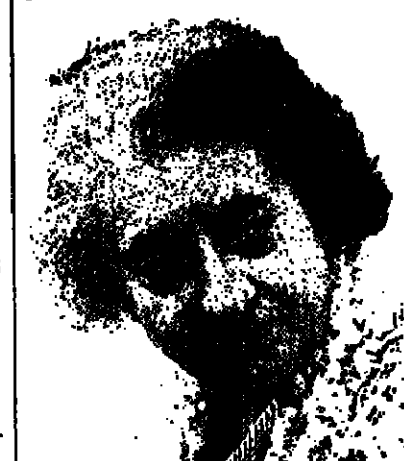
Suggestions are already being forwarded to the secretariat and these will be reinforced by a debate at next month's meeting of the ACU in Hongkong. Fees, particularly in Britain, will be high on the vice-chancellors' agenda.

Two common select committees are also returning to the subject of overseas student numbers after Easter. Both the education committee and the foreign affairs committee, carried out inquiries last year and are monitoring results.

They are both likely to schedule further sessions of evidence on overseas students when their present inquiries permit. The Foreign Affairs group through its sub-committee on overseas development, high commissioners will be encouraged to assist the MPs with information at a reception next month in the House of Lords. Statistics compiled by the Committee of Vice-Chancellors and Principals show a marked decline in the number of students coming to Britain from developing countries and applications for next year's courses suggest an even more serious reduction.

Lady Young, minister of state for education, has already been pressed in the House of Lords for a commitment to carry out the recommendations of the Commonwealth consultative group, but would guarantee only to examine them.

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Lecturers expect 4% offer

by David Jobbins

College and polytechnic lecturers can expect a pay offer of only 4 per cent when they meet their local authority employers on March 5, the day civil servants are threatening to strike.

The offer, identical to the one schoolteachers rejected as "insulting", will be in response to a 15 per cent claim, agreed at the main union's special salaries council last weekend.

General secretary of the National Association of Teachers in Further and Higher Education, Mr Peter Dawson, said: "This is a realistic offer and we expect a realistic claim from the local authorities when we meet them in the Burnham Further Education Committee."

The demand is intended to reflect the movement in prices and earnings since April, 1980, and to restore lecturers' position in the salary league table.

"In drawing up the claim, Natfhe members were particularly conscious of the need for unity among teachers and indeed among all public sector workers in pay nego-

tiations in the current climate", Mr Dawson said.

Natfhe is also to claim a range of far-reaching changes in its pay structure, something employers have said they will resist. The union is concerned at the restricted promotion prospects for the 20,000 lecturers on the lowest pay scale (Lecturer 1). It is to seek automatic transfer from the top of the L1 scale to the next highest. More senior posts for lecturers teaching non-advanced work, including craft subjects and courses for the young unemployed, are also demanded. The facility for promotion to principal lecturer should be introduced, Natfhe believes.

At the other end of the career spectrum, prospects should be improved by having more principal and senior lecturer posts, and by making more use of higher appointments through the existing reader and academic post above reader arrangements.

A major item for the first Burnham meeting in the new round will be Natfhe's demand for a review of the salary structure, which was endorsed last year both by the

Clegg Commission and the arbitration panel on the 1980 claim.

Parity with the universities is to be sought by the Association of Polytechnic Teachers. In a submission to the Burnham Further Education Committee, which it hopes to join in time to take part in the negotiations, APT seeks a 15 per cent rise for polytechnic staff, the creation of a new post above reader and a greater proportion of senior posts.

"At present the proportion of senior posts in the polytechnics is around 25 per cent while in the universities it is about 40 per cent", APT's national secretary, Dr Tony Pounton, said.

"We have had no indication from the Department of Education yet about our membership of the committee, although one was expected before the end of February", Dr Pounton said. "We hope to be able to put our case in person in the committee but failing that we will be submitting our document in any case."

Renewed talks to end the deadlock over university lecturers' pay were due late this week.

Bristol merger plans hit single subject facilities

by Ngalo Crequer

Bristol University is to consider proposals to lose two faculties and to create a powerful new committee to promote and oversee continuing education.

The major recommendations of the working party on faculty organization, just put to senate, are that single subject faculties should be absorbed into larger groupings. It proposes a merger of the faculty of law with the faculty of social sciences, and the faculty of education with the faculty of arts.

It comes out against creating a new faculty of continuing education but says a new committee should formulate and supervise all policy in this field. It would take over the functions of the board of extramural studies and the committee of management of the school for advanced urban studies, both of which would be abolished.

The reason for the proposals, which are still at the consultation stage, are academic rather than financial, although there may be economies in the long term.

Professor William Ashworth, chairman of the committee, said his report that there had been a consensus of view. "Any change against the strong wishes of interested parties. If senate were to promote a quiet life in the term, it would need to consider the possibility of making no change or only minimal changes."

The strengthened emphasis on continuing education reflects a continuing interest in this area now being shown by the University Grants Committee. Last term the UGC praised Bristol's commitment to continuing education and stressed that this is an area for possible development.

The Ashworth report said that the law faculty was an established feature of university organization but was somewhat isolated. There was not much exchange of teaching between law and other departments. A merger between law and the social sciences might stimulate some educationally viable institutions.

Irish professor wins appeal for job

The board of governors of Ulster Polytechnic has upheld the appeal by Professor John Smith against his dismissal, but it is not clear the post he will occupy.

The board's decision last year to dismiss the appeal was questioned by the Northern Ireland High Court. Mr Justice Hutton issued a writ of certiorari on the grounds that the governors had been involved in the dismissal and should not be acted as judges in their own cause.

When the board ruled in the appeal last week, without the 11 governors involved, it voted by a 10-1 margin on each of the two grounds of appeal after a two-hour hearing. It is understood Professor Smith won on three grounds.

The decision is complicated by the fact that Professor Smith's previous post as head of the Centre for Management Education no longer exists since the centre has been disbanded and its staff merged into a new faculty of business and management.

Professor Smith argues that the board's decision implies that the centre must be re-established, but the governors have made no statement on what they understand the position to be.

The high court judgment, which has now been issued, makes clear that where an appeals procedure is provided for under statute or statutory regulation, the appeal must be conducted according to the rules of natural justice. This is in even if wider issues are involved, such as the disbanding of a management centre.

"In my judgment, when governors are hearing an appeal against dismissal, they are not entitled to disregard the rules of natural justice because the determination of the appeal involves an administrative or policy decision", said Mr Justice Hutton.

He also rejected the argument that the polytechnic that the dismissal of the 11 governors would have made it extremely difficult to get the necessary two-thirds for a meeting. This would indeed have been difficult, agreed the judges, but the difficulty arose from the procedure which the government department had provided.

Social work journal

A new social work education journal aimed at bridging the gap between universities and local authority social services departments is to be launched this autumn. Social Work Education is backed by the Joint University Council for Public and Social Administration. It will appear twice a year. Articles should be submitted to the editor, Professor P. H. Paroleo, Department of Social Work, Bristol University, 11, Priory Road, Bristol, Avon.

Lecturers will fight central controls

by David Jobbins

The college and polytechnic lecturers' union is to wage a campaign against Government plans for centralized control of public sector higher education.

The first shot to be fired is an emergency motion drawn up by leaders of the National Association of Teachers in Further and Higher Education and certain to be backed by the union's national council tomorrow.

The uncompromising wording of the resolution leaves no room for doubt about Natfhe's opposition to the proposals to remove polytechnics and a number of other colleges from local authority control and funding, despite its long-established support for a national body of some sort.

The resolution to be discussed tomorrow says: "National council rejects the philosophy of contraction outlined by the Secretary of State in his memorandum on the future of higher education."

Engineers urge early action on training

by Robin McKie
Science Correspondent

Early action must be taken by Education Secretary Mark Carlisle to implement the recommendations of the national conference on engineering education and training, the conference's steering committee chairman, Mr Dick Morris urged this week.

Mr Morris, who was speaking at the conference report's publication, said there had been debate "in full measure" on the engineering profession. "Now, we must have action to match it. The report is not yet another discussion document but specifically a call for action."

The proposals of the report, details of which were revealed in The Times last month, include plans for shifting funds from other areas of education to engineering, introducing a new engineering degree, greater industrial participation in education and training, and improved technology education at schools.

These recommendations were drawn up "with a view to easy identification of those who now have the responsibility for implementation", adds Mr Morris in his introduction to the report. "If they enjoy so much support and enthusiasm as my committee have received, the future should reflect an early date, the engineering authority at work as an engine for change in the education and training of our existing stock of engineers and our input to this vital ingredient of future success as a leading industrial nation."

The new extended engineering BEng degree should be followed by a one-year postgraduate MEng for graduates with high academic and technical ability and personal qualities for leadership, says the committee. This proposal overturns the Finlinton plan for two parallel first degree courses with only a common first year.

The new authority should have responsibility for a national register of engineers and should also be in charge of accrediting all university and polytechnic engineering courses, the report adds.

Lecturers draw up election plan

A plan for college and polytechnic lecturers to elect their own heads of department is to be considered by the main union's national conference later this year.

An outline scheme has been drawn up by the southern region of the National Association of Teachers in Further and Higher Education as part of a wider initiative on extending college democracy.

It suggests that departmental heads should be elected for four-year terms, with the possibility of reelection for one further similar term. The arrangements need not apply to existing heads and would include protection of salary after completion of the period in office.

The election would be overseen by a panel of governors.

"Council deplores the proposals which envisage the creation of a national body, appointed on a non-representative basis, which would remove connections with the local authorities thereby disrupting financial, educational and bargaining relationships. This would create deep divisions between advanced and non-advanced further education to the detriment of both, and place in jeopardy the future of the many colleges that offer both advanced and non-advanced courses."

"Council reasserts its commitment to the expansion of further and higher education opportunities and the achievement of a fully comprehensive post-school sector. Council believes that, to this end, a representative and properly accountable national body is needed to plan and coordinate higher education provision as envisaged in the Price report. It therefore instructs the national executive to mount a vigorous campaign against the Government's proposals and to seek the support of the local authority associations, the TUC and other bodies."

Natfhe has asked to meet Mr Carlisle so that its grave concern can be expressed. It is also seeking cooperation from the Committee of Directors of Polytechnics, the Standing Conference of Principals and Directors of Institutes of Higher Education, the Association of Principals of Colleges, and the Association of Voluntary Colleges. Approaches will also be made to the non-teaching unions in public sector higher education.

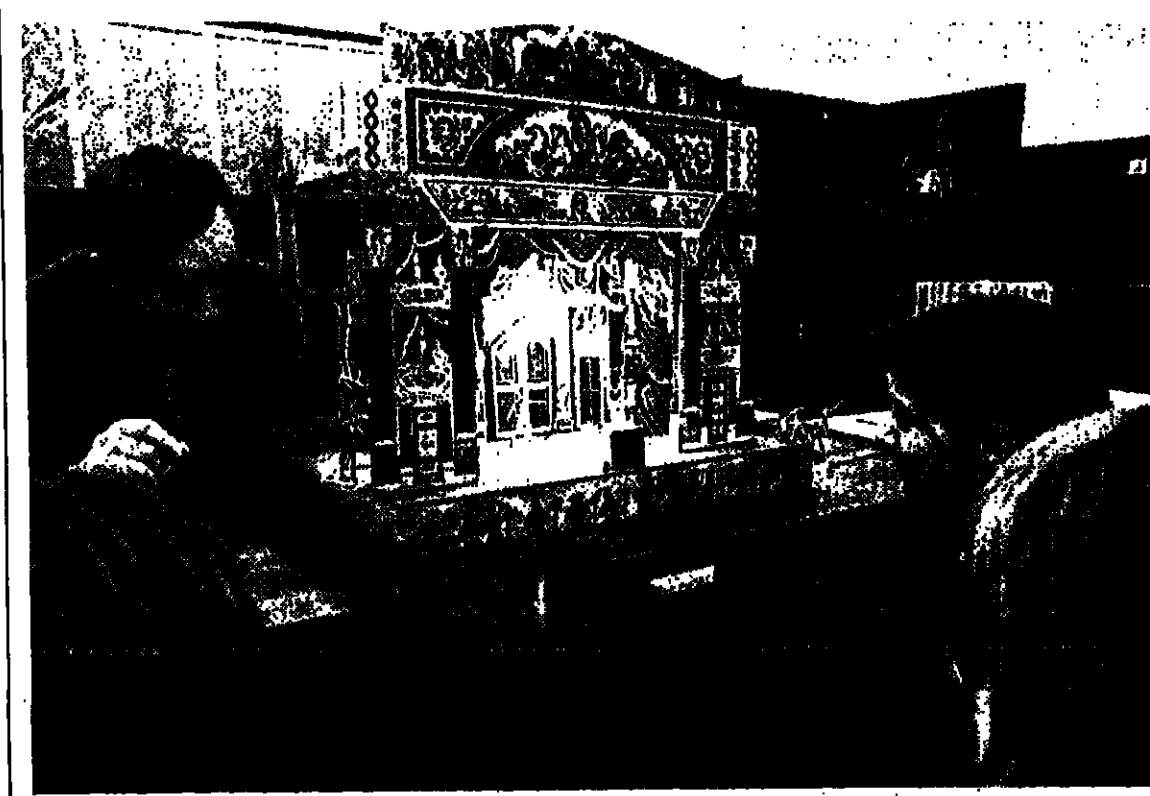
Natfhe's branches with members in higher education have been asked to discuss the proposals and take up what it believes are the "dangerous implications" with heads of institutions and governing bodies.

Natfhe fears the proposals will: ● Prevent authorities still prepared to protect institutions from Government cuts by using money from the rates; ● Lead to a gradual disappearance of colleges doing less than 70 per cent advanced work;

● Gradual denuding of many areas of the country of advanced courses; ● Dropping of part time education. It is also critical of the way the Committee of Colleges and Polytechnics would be composed, and says that funding should continue through a central mechanism which like the "pool" represents local authority money.

"What the Government wants is a central body to sharpen the economies and wield the axe more forcefully and in accordance with Government priorities—with the emphasis strongly on narrowly defined vocational courses," the union says.

While the union wanted a national body to plan for and sustain higher education, the Government wants a body to preside over the contraction of the system.



Barry Pointon adds a theatrical touch to the week's events at Brighton Friends Centre Teach-in with his Victorian toy theatre. At least 700 supporters have been flocking into the centre to sponsor the night and day teach-in, which hopes to raise at least £2,000 towards the £20,000 a year the independent adult education institute needs to survive, following swingeing cuts by East Sussex County Council.

OU graduate breaks barrier

An Open University technology graduate has become the first to gain automatic entry to an engineering institution.

Until now the Council of Engineering Institutions, which sets the standards for Britain's 350,000 chartered engineers, has refused to recognize the OU's technology degree. Graduates have had to sit part of the council's entry exam to gain membership, unlike other engineering graduates from British universities and polytechnics who automatically get full exemption.

The first OU graduate to directly meet the academic requirements of the council is a senior avionics systems engineer with British Aerospace who graduated in 1979 after seven years part-time study.

He has been accepted as an associate member of the Institute of Electrical Engineers.

The council emphasized this week that future applications from OU graduates would continue to be considered on individual merit, and that OU degrees would not automatically lead to membership.

A joint statement from the Open University and the Institute of Electrical Engineers said: "The Institute considered the applicant's total education including his OU degree in reaching a decision. Both the IEE and the CEI emphasize that future applications from the OU will continue to be considered individually."

Two years ago, after prolonged deliberation, the CEI announced it would not recognize the Open University's technology degree until more high level courses were introduced.

Business studies dispute takes new turn

by Paul Flather

A dispute which has thrown the business studies department at South Bank Polytechnic into disarray and led to the suspension of the department head takes another twist next week.

Dr John Beishon, director of South Bank, will appear before a governors' subcommittee on March 5 to face a formal grievance of harassment from Mrs Lillian Geach, suspended head of business studies.

She was suspended with "urgent cause" at the start of term after staff in her department threatened industrial action if she was not "separated" from business studies work.

The dispute has a long history but matters came to a head last autumn

when more than 20 out of 32 staff wrote asking for transfers from business studies. They severely criticized the way the department was run.

The National Association of Teachers in Higher and Further Education, which is acting for 29 staff, has endorsed a motion backing Mrs Geach. The union has advised members to take instructions from Mr Max Weaver, acting department head.

Mrs Geach has been offered sabbatical leave until the end of March. It is understood she has declined the offer and is now on sick leave. But the polytechnic has received no letter from Mrs Geach, who is a member of the Association of Polytechnic Teachers.

Dr Tony Pounton, national secretary of APT, said Mrs Geach still

considered herself head of business studies, and expected to be fully vindicated at the two-day subcommittee hearing.

The charges brought by Mrs Geach date back to last November, and allege that the director had encouraged dissenting voices inside her department and had tried to undermine her authority. It was all designed to force her out of her job, she alleges.

The governors have recorded their full confidence in Dr Beishon who suspended Mrs Geach after full consultations. Mrs Geach has however been reinstated to the governors' council after legal advice.

Students meanwhile have expressed grave concern at the effects of the row on morale, teaching, and the exam programme.

Scottish teachers settle for 7.5 per cent rise

Scotland's further education lecturers have won a surprisingly quick pay settlement of 7.5 per cent after only their second meeting with management. It will be awarded from April 1.

The lecturers, who negotiate alongside day school teachers in the Scottish Teachers' Salaries Committee, had originally pressed for 15 per cent, and had been offered 5 per cent in accordance with the Government's pay limits.

At the second meeting, which lasted three hours, the teachers, having already decided not to consider changes in conditions of service in exchange for more money, indicated they would be

willing to settle that day if the offer were between 7.5 and 10 per cent. Their haste to settle followed news that teachers in England and Wales had been offered 4 per cent.

In sharp contrast to last year's months of wrangling, the management telephoned various local authorities who agreed to a 7.5 per cent offer. However, the offer had the proviso that it should favour the lower paid, and this means that everyone will receive at least 6 per cent, with talks on redistribution of the remaining 1.5 per cent being held with management at the beginning of March.

Redistribution is in direct contradiction of the policy of Scotland's largest teaching union, the

Educational Institute of Scotland, which dominates the staff negotiating side.

The EIS further education section's proposals for redistribution include an increment for lecturer A on pay scales comparable to those of university lecturers, if they are teacher trained.

The EIS also proposes a reduction in the length of the lecturer A and lower-paid lecturer B scales to entrance career prospects and a payment for qualified remedial teachers.

The executive of the Scottish Further Education Association has still to meet to discuss the management offer and its own recommendations for redistribution.

Threatened colleges win a hearing

by Olga Wojtas
Scottish Correspondent

Scotland's threatened education colleges are regarded as a "major victory" by the decision of the Parliamentary select committee on Scottish affairs to examine the cost involved in the Government's closure policy.

The committee will hold a public hearing next week to which representatives of Hamilton and Callendar Park colleges and the Scottish Education Department will submit written evidence and oral questions. It is expected the committee will then produce a written report, although it is not bound to present its conclusions.

A spokesman for Hamilton College said: "We're absolutely delighted because this gives us the public forum we've been seeking for the past six months, and we're confident the statements we've made arguing against closure will be vindicated."

Callendar Park's governors have said they will wait until the committee's investigation is complete before taking further decisions on college policy.

A group of their representatives met Scottish Secretary Mr George Younger in London and said although the minister had repeated his intention to close the college, the committee's decision was a major advance.

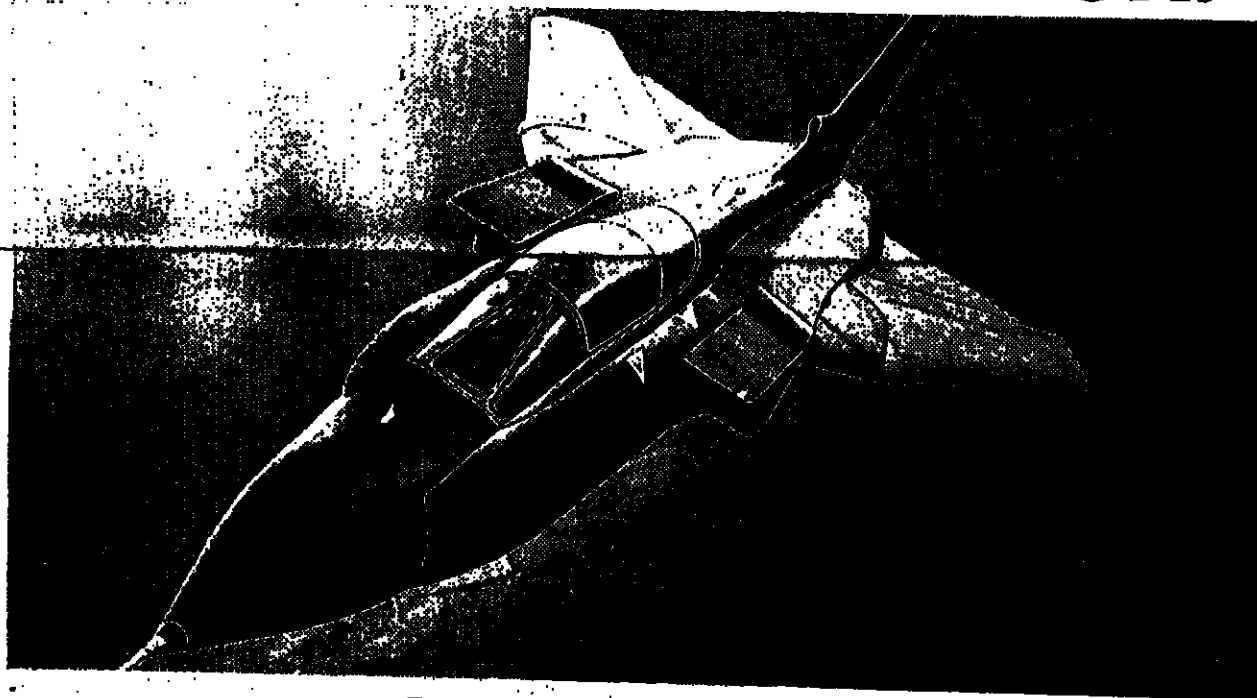
"We appreciate very greatly the obvious concern of many conservative MPs whose anxiety has brought about this very desirable development," says their report.

There has been violent disagreement over the financial implications of the Government proposals. Scottish Education minister Mr Alex Fletcher has said the closures of Hamilton and Callendar Park will result in savings of £1.9m over three years.

The Association of Lecturers in Colleges of Education in Scotland maintains the closures would increase spending over three years of almost £3.5m and Hamilton College claims its closure alone would result in additional costs of £2.5m.

Callendar Park's representatives said they had stressed to Mr Younger the need to retain the college within a 10 college system, and that closure was foolish and inappropriate to a solution to the problems currently facing Scottish education.

Classified information.



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Morale is sagging, says poly director

by John O'Leary

A depressing picture of an ageing academic profession suffering from sagging morale and insufficient staff development emerged in an address yesterday by Dr George Tolley, director of Sheffield Polytechnic.

Dr Tolley, reviewing the progress of staff development programmes over the past decade, told the Association of Colleges for Further and Higher Education annual meeting in London that the further education service had coped well with the demands placed upon it.

But survival of the fittest or trial by adversity could hardly be the only policy for staff development, he said. "Looking back over the past 10 years, it is clear that there has been a desire, and a justification, for doing much more than this."

Further education colleges generally had been slow to react to the implications of technological and social change arising from changed economic circumstances and the microelectronic revolution, said Dr Tolley. This evidence suggested that staff were not adequately prepared for a changing curriculum.

In addition, particularly over the past three years, progressive cuts in expenditure, the cessation of growth and greatly decreased staff mobility had affected morale.

"In spite of many reports and much activity, it is to be doubted whether we are, in our colleges, any more professional than we were ten years ago," he said. There was evidence of a good deal of isolated work but little coherence in policies, and doubts remained about the level of resources devoted to staff development.

Dr Tolley placed part of the blame onto the National Association of Teachers in Further and Higher

Education, which should give a stronger lead to the profession in setting out its view of principles, priorities and possibilities, he said. College principals were either accused of apathy if they left development to individuals, or authoritarianism if they devised a framework for their colleges.

Dr Tolley cited the changed overall staffing profile as further evidence of the need for a stronger emphasis on staff development. A much larger proportion of staff were senior lecturers than a decade ago and almost a third were now over 50, compared with 23 per cent in 1969.

"The general picture is that of an ageing profession, with the boom years over and with now but little room for manoeuvre in creating more opportunities for promotion," he said.

Dr Tolley called for Her Majesty's Inspectors to compile a report outlining model development schemes and for validating bodies to acknowledge the costs of such schemes.

ACFHE published three pamphlets setting out the association's view of the changes needed in education for the 16-19 age group. One deals with the tertiary colleges, another with the case for change in examinations and the third with the relationship between education and training.

Among the proposals is one for the creation of a Tertiary Education Awards Council, which would simplify the examination system for colleges and schools and develop a coherent national pattern to establish confidence and credibility among students, employers and society, as well as eradicating waste.

Mr Younger revives a local link

Scottish Secretary, Mr George Younger, has called on universities and colleges to respond to the rapidly changing needs of industry, and on industry to exploit the institutions' scientific research and make proper use of their graduates.

Mr Younger was speaking at the opening of Strathclyde University's Andersonian Library only a week after both Edinburgh and Glasgow universities have proposed closure of some of their library services as part of their savings schemes.

Mr Younger's arrival at the university was greeted by a demonstration by students from Strathclyde and Glasgow universities, protesting about education cuts, as well as students from the two threatened educational colleges, Caltendar Park and Hamilton, and a factory effluent from the Linwood car plant which also faces closure with a potential loss of 4,800 jobs.

Mr Younger said it was fitting for Strathclyde, one of Britain's foremost technological universities, to commemorate its founder, John Anderson, who had encouraged local artisans to attend his lectures so that he could benefit from their experience.

Strathclyde had inherited the tradition of fostering contacts with local industry and the community, notably with its centre for industrial innovation whose work included laser developments, and its National Centre for Optics and Prosthesis, which developed artificial limbs.

Scotland's future would be determined by its success in achieving an effective partnership between education and industry, said Mr Younger. Much of the country's industrial trouble stemmed from loss of competitiveness and a failure to innovate.

Universities such as Strathclyde had a major role to play in partnership with Scottish industry.

"I am only too well aware of the difficulties facing universities at the present time, but I believe that in the allocation of scarce resources priority must be given to development of the kind I have mentioned which will help to bring about the economic recovery upon which, in the last resort, everything else depends," he said.

Sweet factory drainpower is a gas

The syrupy effluent produced by a Manchester confectionery factory could turn out to be a real gas—thanks to a new microbial technique developed at University of Manchester Institute of Science and Technology.

The project, which has received backing of more than £70,000 from the EEC plus further support of more than £40,000 from several United Kingdom companies, will transform sweet factory effluent into methane, which can be burned and hopefully cut 15 per cent off the factory's fuel bill.

The scientists at UMIST's pollution research unit will be constructing a pilot plant at Swissvale Meadows, a sweet factory effluent treatment plant in Derbyshire which will consist of a fermenter tank capable of growing anaerobic bacteria—microbes that live without oxygen. These are cheaper to grow than aerobic bacteria, which require oxygen supplies, and the specially constructed tank will mean the microbes will be able to act much more quickly than other techniques which use anaerobic bacteria.

It is hoped that the project, which is also supported by a consortium of companies including Swissvale Meadows, May and Baker of Dagenham, Mess Transfer International and the Government's Water Research Centre, will start operations in a few weeks and could be transferred into a full-scale plant by 1982.

The methane, produced by the bacteria, which would grow on the carbohydrate-rich sugar effluent, could prove to be an important fuel and the technique could be used in many other food and drink manufacturing processes which produce large amounts of waste, said the project leader Dr Andrew Wheatley.

He added that both aerobic bacteria and anaerobic microbes suffer from different disadvantages. In the first case, they are expensive to keep supplied with oxygen to produce growth, while anaerobic bacteria produce unpleasant smells and corrosion. Future biotechnological techniques could allow scientists to graft one type to the other, thus removing most drawbacks and allowing major advances in effluent treatment.

Refresher course plan 'ignores women'

by Charlotte Barry

The Equal Opportunities Commission has accused the Government of ignoring the needs of women re-entering paid employment after time at home raising children.

The Commission's criticism is the latest in a catalogue of responses to the Department of Education and Science's discussion paper on the need for more mid-career refresher courses in universities and colleges.

An overwhelming number of institutions and continuing education bodies have criticized the document's narrow scope which ignores the needs of women at home, the unemployed and the elderly.

The EOC said: "Women returners are entitled to the training which will enable them to undertake a worthwhile and skilled job with the same opportunities for promotion

and development as other members of the workforce." It urged the DES to provide for the large number of women in unskilled, low-status jobs in manufacturing industries. It recommended conversion courses so that women in particular can acquire the mathematical and scientific skills needed by industry.

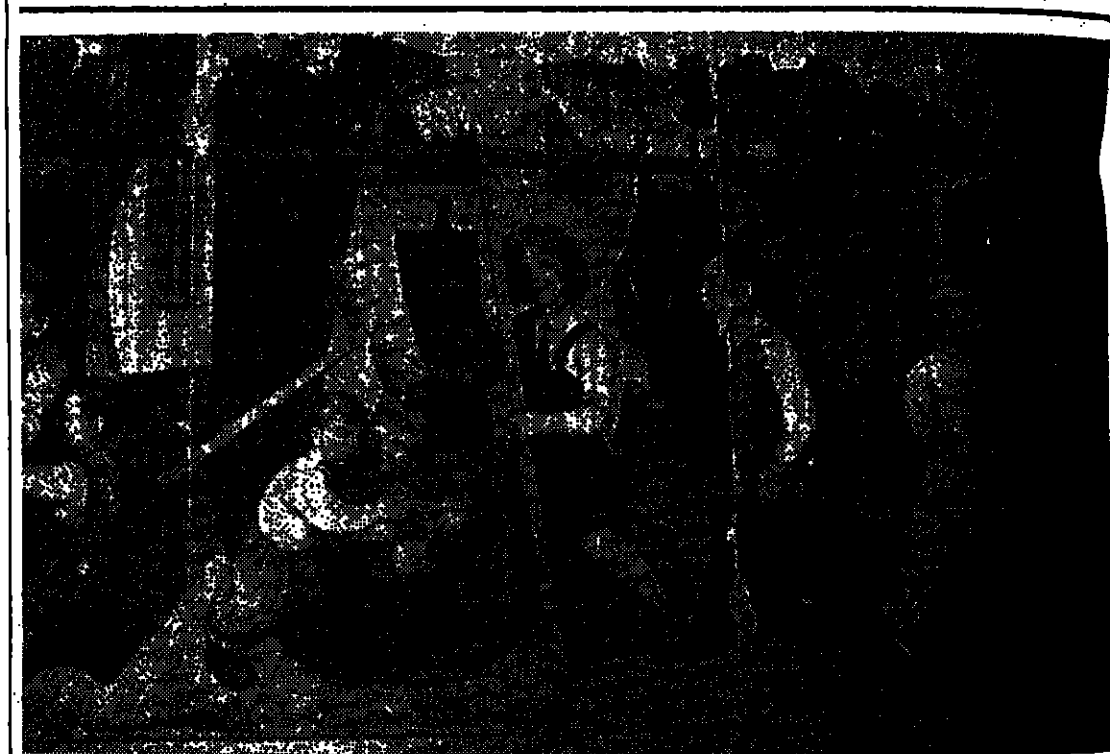
The EOC said the universities and colleges should make more positive efforts to encourage women into retraining courses. It singled out further education colleges for their low level of awareness of the importance of vocational courses for girls and women.

The DES may not assume that their proposals will be implemented on behalf of the female workforce unless it positively encourages this, it stressed.

The DES discussion paper also been attacked by the Institute of British Architects for failing to provide public money to post-experience courses and training employers and staff will be the bill.

RIBA recommended that Government give tax-relief to interest loans to individuals and firms to help with fees and cost of in-house provision.

One of the only education bodies to accept the narrow view of the DES document while criticism is the Further Education Curriculum Review and Development Unit. It is concerned that employers paying for the courses will impose restrictions on the institutions providing them to ensure they exactly meet their needs.



Children are delighted at work and play.

STEVE HUGHES

Students scratch the surface and discover Chelsea art

by Ngao Crequer

A set of murals painted in 1949 showing children at work and play has been discovered under the surface paint of the students union at Chelsea College, London.

The discovery was made when students decided to brighten up the walls of the games room, snack bar and entrance to union offices. When they pulled off posters stuck on the walls, off came the green paint to reveal parts of the scene underneath. Further discovery revealed that the entire wall space of the union was covered in pictures of children.

Nobody knows who painted over them but the original artists were three students at the Royal College of Art, Malcolm Hughes, Neville Dear and George Ball.

The buildings were part of the Children's Library at Chelsea which was officially opened in November 1949. The art college had a policy of sending students out to find their own sites. Malcolm Hughes

now a lecturer at the Slade School of Art has told the college about the murals.

When they were first painted they aroused considerable interest and articles appeared in several publications including the *Architectural Journal* and *The Studio*.

The *Times Educational Supplement*, on November 4, 1949, carried a front page photograph of a mural and reported: "Mr M. Hughes has brought the walls of life in a turbulent rough and ready life in a country air into the first year of his studies at the Chelsea School of Art."

The press regarded the murals as something more than just decorating the walls and the students union is now restoring the mural and may hold an exhibition

Liverpool food fails Ronay test

An Egon Ronay's inspector has described food served in the dining halls of Liverpool University students' union as mostly overcooked, unimaginatively presented, and tasteless.

The food expert, who secretly sampled a variety of dishes, said in his report the cream of onion soup was "savoury", the chicken was "savoury", the ham was "savoury", the apple turnover "could have been anything".

The inspector was invited to conduct the inquiry by Mr David Stanley, editor of the students' newspaper, *The Gazette*.

The gastronomic findings have led to a sell-out of the 1,500 copies of *The Gazette*, and have brought a swift reaction from university authorities who described the report as unfair.

Teaching jobs guaranteed

The Government scheme to attract high-calibre maths and physics graduates into teaching has encouraged 65 local education authorities to offer guaranteed jobs of more than 200 jobs.

The Department of Education's plans are limited to a two-year pilot scheme beginning in 1982 under which mandatory awards are topped up by £500. The DES has been forced to postpone implementation for a year following a significant improvement in demands for places on post-graduate certificate of education courses from maths and physics graduates. Recruitment begins this autumn for the 1982-83 academic year.

This unexpected development does not provide an argument against implementing the scheme, according to the DES. Quality is a much the aim, so quantity, it believes. The DES is to write again to education authorities about full implementation, inviting them to

renew the job guarantee offer. Teachers should have access to four years' in-service training over a 30-year period, says the National Union of Teachers.

A policy document underlines the importance of the issue and that an increasing acceptance of the theoretical importance of in-service training has not been matched by practical progress in implementation.

As the contrary, in many cases resources and opportunities have been significantly reduced, says the NUT.

The union believes that national standards for in-service training have been achieved through the scheme, and argues that at least 10-12 James report recommendations that three per cent of the teaching force should be released should be implemented.

North American News

Reagan budget hits students

from Clive Cookson

President Reagan's budget axe fell last week across most federal programmes supporting higher education, but some activities felt its impact much more than others. Worst affected are the arts and humanities, where the new administration wants to cut federal support by half in 1982.

Undergraduate loans and grants are reduced by about 20 per cent. Middle and upper-income students, whose access to federal financial aid has increased greatly in recent years, may be shut out almost completely.

In research, the "hard sciences" will hardly suffer at all, while the "soft" behavioural and social sciences stand to lose much of their government support.

Announcing his "programme for economic recovery" to Congress, the President said all Americans apart from the "truly needy" would have to share the pain of his \$41,400m cuts in next year's federal spending. But his budget documents also say that "low priority items must bear a greater burden if fiscal restraint is to be achieved in a balanced and compassionate way."

Judging by the depth of the cuts, the Reagan administration feels that the arts, humanities and culture have the lowest priority of any federal activities. The National Endowment for the Arts (NEA), which distributes \$12m in operating grants to museums, on the concept that federal policy for arts and humanities support must be completely revamped. Its budget document also says "a healthy and expanding economy will provide far more effective support for cultural activities than any reasonable amount of explicit federal support."

The proposed cuts in student financial aid, which amount to about \$1,000m out of \$5,300m, are intended to focus it "on the truly needy and to emphasize the traditional role of the family and the student in contributing to meeting the costs of higher education."

The Guaranteed Student Loan (GSL) programme, which includes an expanded 1978 to include all undergraduates regardless of financial need, would again be subject to a means test, and the loans would no longer be interest-free to students until they leave college. A \$25,000 a year family income ceiling would be clamped on basic grants, which are sometimes available now to students whose parents' annual income exceeds \$30,000.

The National Science Foundation is down to lose only \$66m of the



Reagan displays his recovery programme to Congress.

under Republican control but the Democrats still dominate the House of Representatives.

President Reagan bases his proposal to slice the two endowments in half—and, incidentally, to eliminate entirely a small agency within the Education Department, called the Institute for Museum Services, which distributes \$12m in operating grants to museums—on the concept that federal policy for arts and humanities support must be completely revamped. Its budget document also says "a healthy and expanding economy will provide far more effective support for cultural activities than any reasonable amount of explicit federal support."

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The National Science Foundation is down to lose only \$66m of the

1,181m. It would need to maintain its current programmes in 1982, according to the Reagan budget book. But that represents a \$241m cut from the generous appropriations requested by President Carter before he left office.

The Reagan administration does not want to adopt any of the new NSF activities proposed by its predecessor. Universities will be particularly disappointed about the dropping of Mr Carter's \$75m programme to renew their obsolete laboratory equipment.

President Reagan does not propose to reduce the current level of support for basic research in the natural sciences and engineering, because this "is of relatively high importance to future technological advancement and the long term economic health of the nation. But the NSF's activities in the social sciences and engineering education, research in the behavioural and social sciences, and various small socially oriented programmes, are to be cut."

The National Institute of Education (NIE), the federal agency responsible for supporting educational research, is asked to take a 25 per cent cut, from \$81m to \$61m. A research and dissemination activities of the NIE, while occasionally making valuable contributions to the theory and practice of education, are of relatively low priority given present budgetary conditions, the Reagan administration says dismissively. Leader, page 31

from our north American editor

The costs of attending the most expensive colleges and universities in the United States will crash through the five-figure barrier in 1981/82.

On the basis of charges announced so far for the next academic year, Bennington College will keep its customary position as the most expensive college in the country, with a total of \$10,560 for tuition, room and board. This small college in Vermont, with an enrolment of about 600 students, is followed by Harvard University, where a 14.9 per cent increase will push total undergraduate costs to \$10,540 (\$6,930 for tuition, \$1,810 for room and \$1,800 for board).

Other major universities that have already said they will charge next year's undergraduates more than \$10,000 include Yale, Stanford and Brown.

The Massachusetts Institute of Technology, whose full fees are not yet known, is also expected to reach the five-figure level.

General education costs are also expected to increase in 1981/82 between 13 and 16 per cent, slightly above the country's annual inflation rate. On the other hand, public colleges and universities, which are heavily subsidised by state governments, are managing to keep costs down by more than 10 per cent; the price gap between them and the private institutions, which averaged \$2,700 in 1980/81 according to the College Scholarship Service (CSS), is bound to widen further next year.

The presidents and public relations staff of colleges and universities are announcing large increases in tuition fees produce many excellent reasons to justify them, apart from general inflation. Fuel and electric

High cost of campus living

city bills are a favourite again this year. Harvard Dean Henry Rosovsky, for example, pointed to "spiralling energy costs" as a reason for a 25 per cent increase in the university's total expenditure on energy last year rose to \$27m. Even Stanford University, in sunny California, is expecting its gas and electricity bills to jump 35 per cent this year to \$9.4m.

Our main priority is faculty compensation because we recognise that faculty members have suffered a real loss in purchasing power," said Brown University's vice-president Robert Reichley. "The time is over when faculty can subsidise higher education." Several other university spokesmen said they planned to give academics salary increases for 1981/82 that would at least keep pace with inflation—over several years average faculty pay across the United States has declined in real terms.

Another point made quite frequently is that tuition fees have risen less over the past decade than the consumer price index. For example, Steven Muller, president of Johns Hopkins University, said that in constant 1967 dollars his institution's average \$2,000 in 1981/82, compared to \$2,150 ten years ago.

Perhaps the least apologetic comments came from Joseph Murphy, president of Bennington College. "Bennington tries to do today what it did in 1967, to teach a handful how to live the examined

and productive life," he said. "This task is given more production. It requires handicrafting not often valued in a world of cheap and shoddy performance."

The soaring costs of attending the most prestigious private universities do not seem to be putting off potential students. Stanford admissions dean Fred Hargadon has received nearly 14,000 applications, compared to 12,731 last year—its record. Harvard, Yale and Princeton are also reporting record numbers of applicants.

This is partly because only wealthy undergraduates actually have to pay the full fees. Colleges and universities construct a "financial aid package" of loans, grants and/or campus jobs—funded from government and private sources and the institutions themselves—to meet the "demonstrated financial need" of every student.

The most expensive universities more than half the student body receives some kind of financial aid—at Harvard 65 per cent do. The amount of grant and loan funds made available by the federal government has increased tremendously in recent years, but institutions are also devoting more of their own funds to fill in the gaps left by the government programmes.

The University of Chicago seems to be making a particular effort to expand its scholarship assistance to students. Vice-president Charles O'Connell said the university spent 21 per cent more on scholarships to students this year while tuition fees rose by 13 per cent; next year, when tuition is set to go up 17 per cent, the university will make available 37 per cent more scholarship aid.

This particular increase in undergraduate scholarship funds should help to offset a levelling off of federal aid for undergraduates," Dr O'Connell said.

Plan to attract better grade army recruits

Conventional loans and grants for students may be threatened by this year's federal budget cuts, but 1981 is likely to see the revival of a more specialised form of student aid: educational assistance for veterans of the armed forces.

Since Congress assembled last month, members of the Senate and House of Representatives have been falling over themselves to sponsor legislation that would give soldiers, sailors and airmen a college education at the public expense after they have served in the forces for a number of years.

The idea is to resurrect the famous GI Bill of Rights which provided generous education benefits for veterans of the war years played a major role in the post-war boom in American higher education. Benefits were available on a similar scale for those who served in Korea and Vietnam, but recruits since 1976 have been limited to a far more modest college assistance programme.

The sponsors, who include Democratic and Republican members of the Senate and House Veterans Affairs Committees, argue that spectacular new educational incentives are essential to attract intelligent, college-bound, middle class youths to the forces, where they are now almost unrepresented outside the officer corps.

Politicians are scared by bad publicity about the low mental abilities and poor technical skills of recent recruits. They have read too many reports about units where more than half the men cannot read beyond primary school level; of an army training study which showed that one fifth of all tank commanders and a quarter of all gunners were unable to read a manual when employing battlefield gunnery techniques; of tank repairmen who could correctly diagnose a mechanical problem on fewer than one occasion out of three and, once the fault was pointed out, had less than a 50 per cent chance of putting it right.

Bigger educational incentives for military service are seen by many to save the all-volunteer force on which the United States has depended since the end of the Vietnam War. Last year President Carter brought back draft registration for 19 and 20-year-olds, and the voluntary force has been under constant threat of collapse unless the forces can boost the quality of their recruits.

Demographic factors will be working against them, as the pool of military-age youths shrinks during the 1980s and makes life even more difficult—the steadily increasing sophistication of modern weapons demands men and women of a higher calibre to operate them.

Although several different versions of a "new GI Bill" have been introduced in Congress, they share the same basic features. The legislation sponsored by Republican Senator Montgomery, chairman of the House Veterans Affairs Committee, is typical. It would allow a high school graduate who enlisted for three years to receive up to \$9,000 worth of benefits, which he could spend on higher education or training after leaving the army. Those who served for six years would be eligible for a maximum of \$19,800 in educational benefits.

"We should take steps immediately to restore the GI Bill of Rights, one of the most effective, equitable and socially important programmes ever devised," candidate Reagan said in 1980.

"In short, our country must provide these persons and their families with a quality of life that is equivalent to the sacrifices they make on our behalf," said the president, an opponent of peacetime conscription.

Black colleges get grant aid

Traditionally black colleges and universities—worried that the Reagan administration will revoke some of the Government support that keeps them afloat—have received a cushion against possible cuts in the form of \$5m worth of grants from two private foundations.

The Charles Stewart Mott Foundation, announced nearly \$4m in grants to 31 colleges and universities. The Michigan-based foundation has a programme to spend a total of \$20m on black higher education during the 1980s.

An interesting feature of the Montgomery Bill is that it would permit members of the forces to transfer their educational benefits to their children or wife/husband. This provision, which was not part of the original GI Bill, is designed to prevent career soldiers leaving the army simply to "spend" their benefit.

Another proposal by Republican Montgomery would authorize the Defence Department to contribute in advance to the tuition fees of young men and women studying fields in which the armed services are critically short of skilled manpower, if the students undertake to enlist for a certain period after they leave college.

A Bill very similar to Mr Montgomery's has been drawn up by the Senate Veterans Affairs Committee. And the committee's Republican chairman, Alan Simpson, says he plans to introduce legislation that would "attract people into voluntary military service with the lure: 'give me five years of your life and we'll give you 36 months of college'." The estimated cost of these proposals ranges up to \$2 billion per year.

Higher education lobbyists are actively supporting the movement toward a new GI Bill. "We feel that it would be very valuable both to the military and to the national wellbeing," said John Mallon, vice-president for governmental relations at the American Association of State Colleges and Universities. He thought Congress would be willing to pass the necessary legislation later this year or early in 1982.

Although colleges and universities would presumably benefit from this new source of student financial assistance, no one is attempting to promote it as aid to higher education. In the present political climate, which favours higher military expenditure, the proposal is seen as a way to counterbalance the "recruitment and retention tool. This type of assistance is needed to improve our national defense readiness."

Whether the proposed educational benefits would really attract talented youngsters back into the ranks remains to be seen. Mr Mallon believes that any new GI Bill should offer larger benefits than the \$250 per month proposed by Senator Cranston and Rep. Montgomery. "If the payments are to be a true incentive to enlistment for college-potential people,

What is clear is that the present Veterans Educational Assistance Programme (VEAP), which applies to men and women who have served since 1976, is not a very efficient inducement. It is a voluntary, contributory system, under which the government will pay two dollars for every dollar put forward by the soldier himself, up to a maximum of \$5,400. Very few people have opted to take part in it.

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"In short, our country must provide these persons and their families with a quality of life that is equivalent to the sacrifices they make on our behalf," said the president, an opponent of peacetime conscription.

And the Kellogg Foundation has awarded more than \$1m to the United Negro College Fund (UNCF) to improve the management of its 41 member institutions.

Clive Cookson, North American Editor, The Times Higher Education Supplement, Newsroom Press Building, Room 541, Washington DC 20045. Telephone: (202) 638 6765.

Leader : page 31

Ngaio Crequer looks at university provision for the disabled

Racing ahead to beat a handicap

Nobody knows how many disabled students there are at university. More importantly, nobody knows how many are not there, despite being academically able, willing and likely to benefit.

Many attempts to provide up-to-date information on disabled students are hampered because definitions of institutions may not keep records and in some cases students may not declare their disability.

Nevertheless there are two recurring sets of figures that show working within the field proffer in the absence of anything more concrete. First, a number of surveys broadly agree that for every 1,000 students in polytechnics and universities there are only two handicapped students.

Secondly, a comparatively recent population survey of Great Britain found that within an age range of 16-29 years there were nine impaired people per thousand (excluding the mentally handicapped).

The Open University enrolls about 20 handicapped students per thousand. Bearing in mind that it has always been able to make special provision for these students the figures give some indication of the range of demand.

This year the Government will produce a Bill which will mark the culmination of at least eight years' work and discussion on the educational needs of disabled children and young people. In 1973 the Warnock Committee was set up to make recommendations and it reported in 1978.

The "C" paper last November which accepted the need for policy changes and new guidelines, cautiously accepted the need for greater integration in schools but was very shy of committing resources. It also vetoed out the need for a new National Advisory Committee to coordinate work.

In a debate this year in the House of Lords, a number of speakers, while welcoming improved facilities in universities and colleges, said that their existence should be made more widely known. The Duke of Buccleuch and Queensberry, chairman of the Royal Association for Disability and Rehabilitation called on higher education institutions to produce and publicize their policy on the admission of disabled students, and said the Government should provide funds for adapting buildings.

A major impetus for the universities to make special provision for the disabled came with the passing of the Chronically Sick and Disabled Persons Act of 1970. One of the sections of the Act provided for access to and within buildings, parking facilities and sanitary conveniences should be available "in so far as it is in the circumstances as practicable and reasonable for the needs of persons using the building who are disabled".

A number of universities, re-organized and built are, adapting buildings, installing ramps, lifts and handrails. Several have produced guides to the campus for disabled students, plotting courses for wheelchairs, and some, like Hull, have established good reputations in this area.

Sussex built a unit to house four severely disabled students. Southampton, with financial support from a foundation, built Clarkson House, which provides accommodation for seven severely disabled students, out of a total of 24.

This building is purpose-built with wide corridors, special working surfaces, hoists and other equipment and care staff, with an attendant on duty 24 hours a day. Unfortunately they may have to decide to take less severely disabled students in the future because they face financial problems and do not know to what extent the university will be able to help.

Last year the National Union of



Opportunities for disabled young people are limited.

Students, in its annual questionnaire to college accommodation officers and hall wardens, asked "How many, if any, rooms in residential halls are adapted for students handicapped by locomotive disorders?"

About 150 institutions responded and nearly 70, mainly universities and polytechnics, said they had made some positive provision for such students, which was a higher figure than previously.

The Committee of Vice-Chancellors and Principals, in 1978, recommended to universities that they should state what their general policy was on disabled students in their prospectuses.

They issued a draft statement which advised physically disabled students to write before they apply, saying which courses they are interested in and stating the nature of their disability. The policy is to assess disabled students on the same academic criteria which applies to all applicants.

The application form issued by the Universities Central Council on Admissions points out that students must give details if they have a disability which might put them at others at risk because of the Health and Safety at Work Act.

The problem of applying for a place is a great one for disabled candidates. They should start writing to universities at least a year before they want to apply. The limited information in prospectuses will give them no idea if buildings, facilities are suitable.

There are organizations to help and one of the most valuable to help disabled students is the National Bureau for Handicapped Students in London, which provides specialist advice, co-ordinating the work being done, consulting and promoting policy.

Many educational institutions and student unions have taken out membership, and support it financially. The bureau has helped to finance guides produced by the East Midlands, Southern Region and London and home counties regional advisory councils, which describe what institutions offer. They tell students at a glance whether their colleges and polytechnics have specialist courses, facilities and staff.

Mr Richard Sewell, the director, said: "Some institutions are willing to make special efforts, others will make none at all. The major problem is one of attitude. Many places think only of the problems and difficulties because they are without

experience. But once they have had a disabled student they are more willing to do so in future. If they want to make it possible, they will."

It can also give advice if students have problems on course. A serious physical student, for example, might have difficulty taking lecture notes. The bureau will know of aids that can help and will ask the college, the local education authority and the social services department for financial assistance.

Disabled students on mandatory grants can claim a special allowance of up to £285 per annum in addition to their normal grant. This is for expenditure necessarily incurred by going on the course and the L.E.A. will decide if this is so. Discretionary award students may apply for this allowance and the L.E.A. decides whether to grant it.

Dr John Jackson, lecturer in physiology and pharmacology at Strathclyde University, who is himself in a wheelchair, has recently been a regional organizer for the N.B.S. He sees prospective students and counsels them at every stage.

One of his key concerns is to encourage students to take courses where there is a reasonable prospect of a job at the end.

If we are not tough now they will face a lot of disappointment in the future. But then we get parents criticizing us for demotivating someone's hopes after they have overcome so many obstacles. If universities followed the employment guidelines 3 per cent of people employed should be disabled. I reckon there are about 290 students in the country who are disabled, but if the guidelines were followed there should be 1,500 to 1,700," said Dr Jackson.

Regarding the Chronically Sick and Disabled Act and making the flexible work Act more effective, things much easier for disabled students.

The other need is for a comprehensive and up-to-date information source, which would be a data base, which would be one person, on site with responsibility for disabled students, he says.

"I am against laying down guidelines because every student has an individual problem. But we do need a national statutory body which can give professional help. We need a change in attitude that people do not just regard us as a

Counting chickens before they are hatched

Estimating the future supply of teachers can prove a difficult task. Patricia Santinelli reports

Number crunching, that unappetizing exercise which beset the previous advisory committee on teacher education, seems to be the inherited fate of the newly reconstituted Advisory Committee on the Supply and Education of Teachers which met for the second time last week.

Hopes of a reformed mentality for ACSET were dashed last September when Lady Young announced at its first meeting that one of the main tasks of the committee would be to give advice on the further contraction of the teacher training system because the likely demand for new recruits to the profession was going to be well below planned output.

It now seems clear from ACSET's second meeting that other broader issues on the quality and content of teacher education to be discussed in relation to the BEd and PGCE and the whole question of in-service training are to be relegated to second place. At least until the committee has produced recommendations on the future size and shape of the system which are to be presented to the Secretary of State for Education in early May.

To this end members of the committee, who must be experiencing a feeling of *déjà vu*, were presented with two Department of Education and Science papers. One outlined projections together with explanations on the present and future demand and supply of teachers; the other contained a résumé of the kind of issues on which the DES wishes the committee's advice to be based.

From the latter it seems clear that the Government has no doubts that the system must be contracted. Discussing alternatives such as increasing home demand for teachers by extending the present scope for retirement, or the expansion of training for students to teach abroad and the expansion of in-service training, the DES warns that any such scheme to have major public expenditure implications.

A fourth alternative, that of changing the BEd in name and structure, is dismissed on the grounds that it will either take away students from diversified courses within the same institutions or will no longer be a suitable preparation for those intending to be teachers.

The main DES case for a contraction of the system rests on the admission that the 1977 projections for the number of newly trained teachers needed by the schools were off target. Instead of the planned output of 17,000, it now appears that more realistic figure would be 10,000 or less, thereby implying that nearly that number are currently being trained for the role.

It explains that the figure of 17,000 was based on a total training plan of some 420,000 to 460,000 which would result in an estimated annual demand of some 30,000 to 35,000 teachers, half of which would be filled by returners to the profession.

Now appears that the planned stock of teachers up to 1984 is well below predicted levels at around 404,000.

A second factor which affects numbers is the reduction in the wastage of teachers as a result of high unemployment. The forecast wastage rate for 1981-82 is 5.1 per cent, down from 5.5 per cent the next year, and only returning to 1970 levels at the end of the decade.

With constant staffing, annual vacancies would not exceed 20,000 until the latter part of the decade. This figure is a considerable improvement on an appallingly low estimate, which shows vacancies standing at between 6,000 to 12,000 in the mid 1980s.

Members of the committee argued that the DES seemed unclear as to whether it was talking about the short, medium or long-term. It was

felt by some that taking about a medium-term, the published figures must be cutting back 1982 entry numbers, since students from the year would be emerging in 1986 at the beginning of an upturn in the primary school sector.

If the department was talking about the long-term, then it should realize that planning could not be based on crude overall statistics. What was needed was a detailed projection both in terms of detailed line and political judgments regarding the curriculum and the position of secondary schools in view of falling rolls. More important was to decide what kind of teachers were needed.

Thirdly, the whole system was already contracting as a result of local decisions. This could continue regardless of any national decision. The initial cuts in teacher training led to problems affecting training and part-time courses provision, as well as the whole school curriculum.

The issue which leads to a conflict is the changing pattern of recruitment to teacher training with the rise of the Postgraduate Certificate of Education and the recruitment to the BEd, particularly in 1980 when only half target was met.

In its paper the DES says that training system geared to the production of teachers via the BEd should be able to respond to changes in the phase and needs of schools and the demand for newly trained teachers more quickly and easily than a system in which the BEd plays a bigger role.

The paper asks whether the system "would it be able to produce a sufficiently wide range of training opportunities to meet the changing needs of schools, and whether there be a sufficient base for service work to be maintained or developed".

To this end the department is asking the committee to decide whether a lower target figure should be set for the BEd and if so at what level should this be set between 1983 and 1993 the number of 18-year-olds eligible to enter teacher education might have declined by 27 per cent.

It wants to know what provision should be made for continued training of secondary specialists via the BEd in the light of a likely depressed demand in that area during the 1980s. It seeks advice on a sort of provision should be made to enable an output of newly trained primary teachers via the PGCE.

The committee is also asked to evaluate some projections drawn on the possible future of the BEd and the BEd and if so at what number of teachers training would be set for the BEd in 1980 levels, the number of initial teachers training would decline from 17,000 to 10,000 by 1984. While training would drop from 16,200 in 1981 to 12,000 in 1988, and then heavily concentrated on the PGCE, and secondary specialist training.

With changes in the BEd/balance, the number of places would drop initially to only 32,000 rise towards the end of the decade. Moreover if the BEd were to rise to 10,000, it would imply that nearly that number are currently being trained for the role.

At the same time, the number of places would drop to 10,000 by 1984, and then heavily concentrated on the PGCE, and secondary specialist training.

The group felt that at long BEd courses remained unimproved. The quality of those trained via the PGCE was likely to be superior. There is a widespread belief that if students are trained away from universities they do not go to colleges in the BEd sector. Retaining the BEd is seen as a way of ensuring that the effect of falling rolls in the BEd sector will not be a loss of secondary schools which will put a premium on teachers whose training has been sufficiently broad to go to two or three schools.

Currently it is felt the PGCE does not provide such breadth and ability.

"Industrial relations", whatever the phrase means, has become both an obsession and a convenience. Any commercial or administrative failing may end in that curiously acceptable semantic dustbin. Yet the phrase merely indicates a set of dealings or a state of affairs. If the state of affairs cannot be explained or improved in the terms first used to describe it, we must find other terms.

Six years of trying to teach about it at London Business School, first in a chair and then as one of the part-time visiting faculty, have been occasionally disconcerting, sometimes an experience to quench the zeal of all professors. Yet even as an elderly apprentice I would not have missed it; nor would I repeat it.

In 1959, my 18th year in Journalism, *The Times* brought me back from New York as labour editor. I had never specialised before. In 1970 I became "father" of the journalists' chapel at that time the house unit of two merged unions that soon separated again and chairman of the inter-union federation in 1973, somewhat bruised by multiple accountability and making sense of incomes policies and the Industrial Relations Act, I left to try my luck as a management consultant. In 1974, after an interview that ended in the dark, appropriately enough, during the three-day week period with which the Government met the miners' strike, the business school appointed me for three years as first holder of the new Plowden Chair in industrial relations.

For the son of a traditional professor (of logic and metaphysics) and brother of another (of pure mathematics) the role was unexpected and slightly daunting. But it was welcome because a graduate institution promised surroundings where I could break away from deeply ingrained pessimism about the world of industry as inevitably tough, cruel and unappealing, and from some of the more callous and authoritarian that a journalist has to live with. Both imply a social Darwinism where authoritarian constraints and the exercise of sanctions carry more weight than people's inclination, given the choice, to behave in a more honourable. Certainly I had not come to compete with anybody. Only as I settled in did I realise how preposterous was this notion of escape.

Take two small examples. Twice during my three years in the chair I was told I would "never make a manager". Why? Because the person I was talking to—in the first case a professor, in the other a member of the governing body—believed the acid test of a manager, the "hard decision" was how to get rid of people who failed to perform, or failed to conform, as the manager required. I had been saying that it was more important to get rid of people who were in the first place.

Again, on several occasions, often with remarkably intelligent and articulate students, I found it impossible to broaden discussion to consider these events in the light of business for the community as a whole. To take a recently deceased example, the title "Spiller's French Baking", they would say, signified nothing about the purpose of the concern, merely a heavily decorated cake that it did for its profit was to take and sell bread; anyway, it had nothing to do with industrial relations.

The same intellectually brilliant student as offered this example later commented on teachers' pay that the reality of the situation was a "market surplus" of 12,000 teachers. Given the course of events, this notion of the operation of market forces in teaching was merely quaint, but it was possibly more representative than mine. On another occasion a colleague commented that the City of London was "a perfectly free market in cash flows"—an abstraction so extraordinary that the only devoted specialist could give it birth.

To achieve this, projections for the BEd recruitment rising to 10,000 in the mid 1980s and being concentrated on primary courses while the PGCE is restricted to 5,500 for secondary courses in the same period.

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Currently it is felt the PGCE does not provide such breadth and ability.

Members of the committee argued that the DES seemed unclear as to whether it was talking about the short, medium or long-term. It was

Filtering the whine from industrial relations



Innis Macbeath chronicles an eventful progress from labour editor to London Business School professor

and international development of institutions and techniques—or at least know where to go to discover what they needed. And I was an apprentice teacher.

By way of dogma, observations and experience had taught me that resolving a deadlock between people or groups of people can come only from enlarging the range of dealings among them or breaking them up; that is, either disagreement is transcended or it is destructive. Trying to hammer one interest back into the same old mould damages the fabric itself. Uncomprehending authority is as destructive as uncomprehending revolt.

Naturally this approach calls for a certain hesitancy before laying down the law, and for keeping unambiguous statements fairly far back. This is probably a strong argument against pushing laymen straight into teaching, however wide their experience, because used to being regarded as unduly diffident, or "unstructured", or "anecdotal". Eventually I found my dissonant position to slip into controversy between visitor and audience unless the audience were carefully briefed first on the opportunity to draw out the visitor and understand how and why he behaved as he did.

Besides, affable detachment itself was unwelcome to some participants, especially loud ones, like a young banker who asked in class in my first term: "Which side are you on?" In discussing discipline, particularly of post-experience programmes, I had to contend with some sadly rudimentary rules of thumb bred into many experienced managers.

There were, of course, many exceptions to such attitudes. More than four difficulties. The first was the expectation of most participants. Whether graduate students or managers on "post-experience" courses, they were accustomed to a different approach, one of precise specialisms as accountancy, finance and economics that the school handles supremely well.

The second was the general level of knowledge, which was usually in both. It did not necessarily leave a vacuum; opinion normally filled the gap. Opinions tend to be narrowly focused. Can a professor appointed to an established chair until retirement reasonably say that no one should expect to have a job for life? Is the only managerial reason for raising questions of health and safety that they increase current costs? Is a graduate school reasonably described as "a small business" because its cash flow would

which tended to limitation and containment. Surely industrial relations can be taught like other subjects, as a bundle of techniques and conventional, applicable things, drilled up to a point—routines of employment, payments systems, legal assumptions, negotiating skills.

Unfortunately, "nuts and bolts" require more time than most courses offer, and social skills as conventional, taught are transparent to the experienced eye. There is not much point in learning how to do the wrong thing nicely. And in any event employees are whole people, each more complex than the employment itself and not confined to it.

Finally, I had not realized how difficult many participants would find it to put aside prejudice, if only for the opportunity to learn. After all, it is a task that an inquiring reporter, as distinct from a bullying inquisitor, has to develop: a sort of affable detachment. For example, a visit from a shop steward or union officer tended to slip into controversy between visitor and audience unless the audience were carefully briefed first on the opportunity to draw out the visitor and understand how and why he behaved as he did.

Besides, affable detachment itself was unwelcome to some participants, especially loud ones, like a young banker who asked in class in my first term: "Which side are you on?" In discussing discipline, particularly of post-experience programmes, I had to contend with some sadly rudimentary rules of thumb bred into many experienced managers.

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The second was the general level of knowledge, which was usually in both. It did not necessarily leave a vacuum; opinion normally filled the gap. Opinions tend to be narrowly focused. Can a professor appointed to an established chair until retirement reasonably say that no one should expect to have a job for life? Is the only managerial reason for raising questions of health and safety that they increase current costs? Is a graduate school reasonably described as "a small business" because its cash flow would

gradually the noise fell into place. What people say and how they say it in various capacities—as politicians, civil servants, managers, employees or their representatives—every professor has to be studied together and the whine filtered out before we can make sense of industrial relations. The whine is the product of historical confusion, hypothesis and prejudice on the one hand and partial experience on the other. In specific circumstances one can always reduce it to a tolerable level, although achieving it, less often than one would like.

In general, it calls for a detached frame of mind, looking for the nuances of which the warring parties say the same thing or approach the same issue—without prior assumptions that one matches reality better than another. To impart a sense of free inquiry, and the importance of sound judgment until the need and the basis for a decision have been established, was more difficult than I had thought.

Since "industrial relations" have become a ragbag title for a great many disparate activities and symptoms, disentangling issues is more tiresome than most people on general business courses care to endure. The phrase "secondary picking", for example, rolls to gather half a dozen issues, each raising different questions. A mass of controversy is conducted in terms of "management" and "employees" as separate categories; it has always puzzled me that the understanding individuals should so often be denoted by the collective noun when other "personnel" have the plural. Almost all managers are employees, many are in trade unions and at least as many have little discretion about what they do.

More surprising, especially since there is so heavy an emphasis on quantitative studies, has been the reluctance to adopt precise usage for terms like "power", "authority", "work" or even "productivity" which are used so confidently and confusedly in public argument. We pay a price for all the benefits of language, it makes living possible and misunderstanding a constant risk. Although that seems to me a central axiom of industrial relations (while most of the people most of the time prefer to tell and understand the truth if they can), the implications apparently sometimes seemed threatening.

One conversation I particularly remember, with a manager of about my own age on the Senior Executive Programme. He told me that he had been socialist at school and was unlikely to change, but as a manager he considered that the balance of power had swung too far to the trade unions. Altogether, we spent several hours over two or three weeks discussing this mystical balance, was trying to reach behind it, or over it, to more detailed, less fatalistic terms in a naturalistic approach. For a long time he would not agree to a point with the preface "How else can you explain...?"

I tried to explain that power was exercised by individuals and seldom had one base, although membership or office in a trade union was one. I offered the orthodox sociological analysis of authority—deriving from a structure, from special knowledge, or from social standing, and explained that it was a licence, usually conditional, to exercise power but did not guarantee it. The analysis could be analysed in this way and reduced to a series of solvable problems.

Since he could not get "socialist" or "balance of power" out of his head, the conversations went round in circles. Yet all he had to do was break down these complicated notions and assemble their constituents differently and systematically. He thanked me when he left, but I suspect he still carried the see-saw in his mind, wobbly judgments that produced.

For three years, in the Plowden Chair, I grappled with these problems, conscious that I aroused a minority interest. For three more, on the fringe of consultancy and other activities, I found the connection with London Business School a useful sounding board for developing ideas and even, perhaps, imparting some of them. But in the end a great gulf cannot thrive in a duckpond.

The Plowden Chair, after lying vacant for two years, is now a chair of human relations. It has an experienced and accomplished teacher of what is normally called "organizational behaviour", at least in business schools. Applying human relations techniques to the resolution of industrial conflict has become one of the school's objectives. It is somewhat more fitting, like dressing for dinner in the tropics. But it seems strange that the intrusion of the little word "techniques" makes human relations a narrower concept than industrial relations, as they appear to someone who has just been around and is now moving on.

The author is a former labour editor of *The Times* and was the first holder of the Plowden Chair in Industrial Relations at the London Business School.

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BOOKS

The man who would be God

Pauline K. Marstrand

BOOKS

Victorian versions of Horeb

Victorian Types, Victorian Shadows: biblical typology in Victorian literature, art and thought by George F. Landow. Routledge & Kegan Paul, £13.50. ISBN 0 7100 0598 9.

Biblical typology is a form of scriptural interpretation which reads certain Old Testament episodes as anticipating the life of Christ; it is a literary technique which we are familiar with in poetry and prose of the seventeenth century, but which has been ignored or underestimated in attempts to understand Victorian literature and art.

Professor Landow, author of *The Aesthetic and Critical Theories of John Ruskin*, tells us in the preface to his new book that he realized the importance of typology to Ruskin but considered him an anomaly; now he demonstrates conclusively that typology is important, not just for the understanding of religious art, but in the work of non-believers such as Rossetti and Swinburne and in the expression of political and social ideas. The typology of Exodus, for example, was the paradigm of the liberation of the children of Israel from slavery in Egypt, is used by political writers to encourage the workers to fight for better conditions and a freedom from bondage, in addition to its customary employment by the Evangelists as a representation of redemption. The imagery of sermons appears in unlikely places, such as Swinburne's political poems.

Professor Landow is modest about his efforts at what he calls "scholarly recovery"; he notes that such discoveries "make an author and an age more accessible to us", and that they help us to understand "the relation of individual talents to the tradition", and so become aware of a writer's originality. This unpretentious declaration does not do justice to the book

as a whole, for its implications are much more far-reaching than a rediscovery of certain effects in certain writers: it demonstrates a vital imaginative current which depends for its energy on an active religious sense. It is not just that, as Professor Landow points out, cultural historians have drawn a world of doubt, loss of belief and a disappearing God; it is rather that the religious activity (which has been well enough recorded) had an influence beyond what might have been expected. Thus we might have anticipated that Hopkins's "The Windhover" would be a type of Christ; but Tennyson also sees Hallam, and Browning sees Pompilia, as types or forerunners of a nobler type and a "tendency to God".

Professor Landow deals with both the expected and the unexpected. He shows how the Evangelists read the Old Testament as prefiguring the passion and death of Christ, while the High Church party emphasized the priesthood and sacraments, and the Broad Churchmen found general religious ideas in the paradigm of the rock in Horeb, which Moses struck so that water gushed forth, an episode which had been interpreted typologically by no less an authority than St Paul (1 Corinthians X 4): "for they drank of that spiritual rock that followed them, and that rock was Christ". At this point anyone who, like myself, has been listening to sermons for 40 years, may wonder what all the fuss is about: like Monsieus Jourdain with prose, he has been experiencing typology without realizing it. Yet it must be said that the Victorians carried things to much greater lengths and elaboration. Charles Haddon Spurgeon, for example, drew out from this same smiting of the rock various Evangelical doctrines, with an emphasis on the saving grace of Christ's sacrifice; it pre-nineteenth-century significance as a type



Gerard Manley Hopkins, photographed in 1880.

of baptism gives way (even in the preaching of the Baptist Spurgeon) to a wider significance as a type of the crucifixion. As with so many of these types, it also becomes secularized, as it does in Browning's "One Word More", where the image is of the poet as prophet bringing truth, feeling, and spiritual strength to an indifferent audience.

Once identified, biblical typology can be found lurking in all sorts of places, notably in Charlotte Brontë, George Eliot, and in the writings of the Victorian sage, Ruskin is fond of importing types into secular discourse, and Carlyle interprets history and contemporary events in

scriptural terms. Meanwhile Ruskin inspired the Pre-Raphaelites, especially Holman Hunt, who passed on the message to Millais. Professor Landow shows how *Christ in the House of His Parents* is a Tractarian use of typology, while Hunt's *The Finding of the Saviour in the Temple* is Evangelical. The section on Victorian art is powerfully illuminating, particularly as it is not always possible to know whether an object depicted is to be interpreted typologically or not; Professor Landow has an ingenious theory which demonstrates that artists define specific types by juxtaposing them to opposites. He is also skilful and persuasive in his readings of Hopkins and Rossetti, showing how Hopkins uses one type in a particularly insistent way, and how Rossetti relates typology to his obsession with time.

The dangers of Professor Landow's approach are two-fold. In the first place, every sermon with an Old Testament text may seem to have something typological about it; and secondly, what may be the merest allusions in literature are elevated into types. The author shows himself well aware of these dangers, and often cautions the reader against a full typological interpretation. The result is a book that reads warily, the author is like a man walking carefully through a Victorian drawing-room, stopping to examine the bric-a-brac and admire the *chaise longue*, but in the process he draws our attention to all kinds of unexpected significances and beauties. This is a genuinely illuminating book, a really original contribution to our understanding of Victorian literature. Typology is something which every student of the period will have to take into account from now on.

J. R. Watson

J. R. Watson is professor of English at the University of Durham.

A protean poet

The Poetry of Thomas Hardy edited by Patricia Clements and Juliet Gendle. Fabian Press, £10.95. ISBN 0 57478 334 2.

Hardy bitterly complained about the "short-sighted belittlement" of his poetry by contemporary reviewers, and indeed only in the last twenty years has its status begun to be assured. Now that James Gibson's superb editing has made available Hardy's *Complete Poems*, serious criticism such as this book offers is to be welcomed. Yet, almost inevitably, a book given such a comprehensive title as *The Poetry of Thomas Hardy* will promise more than it can deliver. This collection of 11 essays aims to contribute to the renewed conversation about Hardy's poetry which will offer a more satisfying view of them. But there is something *post hoc* about the prefatorial efforts to assert the book's unity and the crafty phrases do not conceal the fact that the essays are principally united in their disparity.

The question we need to ask is: what kind of poet emerges from these disparate accounts? The paragonizing view of Hardy as a classicist has gone, and good riddance. An altogether bricker and more artful figure is defined in vivid defence of Hardy's linguistic experiments ("for his purpose of seeking to make us wonder at the usual. Hardy's harshness of style is invaluable") and G. C. Neuman's technical exploration of the contrapuntal play between prosody and lexical content in his poetry. Neuman rightly disposes of the biographical bias of criticism. It is not because of reflections of his life, cast of mind or ideas that we return to Hardy's poems; "we are convinced by their art."

That art is firmly endorsed in Patricia Clements' distinguished essay, "Unlawful Beauty", which discusses the ways in which Hardy's poetic "exploration of reality" imposes order on life. The mind

stiffens experience with pattern, but Hardy's poetry, by contrast, submits the mind's formalizations to correction in the fire of sensory apprehension. The way in which a repeated image, the moon, contributes to this patterning is implied in J. R. Stalworth's concluding essay. Elsewhere there are different critical approaches. Corvella Cook uses the poet's friendship with George Meredith as a peg on which to hang an instructive comparison of the two in terms of metaphor, style and use of language. In a brief but scholarly research-journal article, Susan Anderson of Hardy's sympathy with Sophocles and its influence on his shaping of his poetry; and, in a fine essay which exposes the deliberate inconsistency of Hardy's *Spirits*, Glen Wickens makes a valuable contribution to our reading of *The Dynasts*.

It is a poet of protean qualities who emerges from this book, which offers neither an introductory nor a complete account of him, though it does offer a series of mature impressions. Two excellent essays are meticulously true to Hardy in their urbane illumination of two of his most basic preoccupations: Patricia Ingham explores Hardy's imagery of "dunes" and Simon Gattrell, in "Travelling Man", discusses the motif of travel and pilgrimage. Both invoke some of Hardy's most appealing poems as evidence of his pilgrimage through time is unrolled.

Yes, I have re-entered your olden ways, through the dead scenes I have tracked you. It is sad that a publisher called Vision should issue this book in the worst designed jacket I have seen since some time; the contributors deserve better than this. And why? Because of reflections of his life, cast of mind or ideas that we return to Hardy's poems; "we are convinced by their art."

Richard H. Taylor

Dr Taylor is senior lecturer in English at Stockwell College, University of London Institute of Education.

Jarrell

Kipling, Auden & Co: essays and reviews 1935-1964 by Randall Jarrell. Carcanet, £9.95. ISBN 0 85635 346 9.

This is the fourth and final collection of Randall Jarrell's essays and reviews. Some pieces, such as the essay on Malraux and the account of how Jarrell came to write "The Woman at the Washington Zoo", have appeared in previous volumes, but in general Kipling, Auden & Co makes available previously uncollected criticism ranging over nearly thirty years.

What strikes the reader first, perhaps, is the sheer variety of the subject matter. There is an early study of Yeats, part of a thesis on Housman, and essays of various lengths on Tate, Kafka, Tolstoy, and Louis MacNeice. There are also more general surveys of modern poetry, the effects of modern culture, and the relationship between the poet, the public, and the critic. There are lighter pieces too, including two loving accounts of fifties sports cars—"little old Easter chicks of cars", as Jarrell describes them—and a study of someone whose eyes get watery whenever he sees a sign which reads "Winding Road". And above all there are innumerable reviews of new poetry by the famous and the unknown, which are chiefly remarkable for two things: the surety of judgement and a particular wit (what Jarrell himself calls "insidious criticism") and the belief that criticism should issue out of a clearly understood but not inflexible principles.

The early reviews are remarkable for something else as well: Jarrell turns on poetry he does not care for. Two unfortunate poets, for instance, are described as being "traditional in the sense that as appendix is traditional"; another reminds Jarrell of "one of those little humble awkward ducks persons... whose life is a long victory over their suffering and instinctive friends"; while still another churns out work which gives the impression, Jarrell tells us, "of having been written on a typewriter by a typewriter." The wit was something that never died for Jarrell, and it was generally asserted him, but it was generally tempered over the years by a greater generosity of spirit, tolerance, and a willingness to look for traces of promise in what most have often seemed the most unpromising of poets.

Just what could come of this blending of wit and humanity is well illustrated by the pieces on Auden and Kipling, and by brief comments on some of Jarrell's own poems. Here, what we are impressed by is the inclusiveness of Jarrell's mind, his ability to summarize the faults and virtues of a writer in a way that seems at once acid and sympathetic. When, for instance, Jarrell says, in a review of Robert Lowell's first volume, that "Lowell is a permanent excess" in "Lowell" is an obstinacy of temperance extreme enough to seem a form of violence", one is not sure what to admire more—Jarrell's almost prophetic insight or the supple way in which it is put. And what he suggests that "Kipling's morality is the morality of someone who has to prove that God is not responsible for part of the world, and that the Devil is", then one is moved by the accuracy, the critical insight of the description and by the nature of enthusiasm and tact which it springs.

Auden, Kipling & Co is, in fact, that rare book which the author himself specially characterized as "entertaining and enlightening." One is discarded like a calendar; Jarrell declares in one of his essays that "the nature of both the ephemeral nature of 'flesh' is that to his own criticism suggests, even though in one instance at least, he is very likely to be proved wrong.

Richard Gray

Richard Gray is senior lecturer in the department of literature at the University of Essex.

BOOKS

Expounding the dream

Comic Transformations in Shakespeare by Ruth Nevo. Methuen, £10.95 and £4.95. ISBN 0 416 73880 X and 73890 7.

Antic Fables: patterns of evasion in Shakespeare's comedies by A. P. Riemer. Manchester University Press, £12.50. ISBN 0 7190 0812 3.

Shakespeare's Vast Romance: a study of The Winter's Tale by Charles Frey. University of Missouri Press, £11.40. ISBN 0 8262 0286 1.

On the question of the deeper meaning of Shakespeare's comedies, Ruth Nevo and A. P. Riemer could hardly be further apart. Giving a Freudian twist to one traditional view of the action of comedy as a progression towards self-knowledge, Professor Nevo sees "the dynamic of comic form" as a psychotherapeutic process in which the characters indulge their fantasies and obsessions, thereby exorcising their innermost fears, since whatever its generic remedial discoveries and restored identities, Dr Riemer, on the other hand, insists that the comedies are witty and self-regarding exercises in formal artifice, "essentially devoid of extraneous meanings or significant implications." To the proposition that the plays are "the working out of psychic material" comes a retort in the words of Bully Bottom, "Man is but an ass if he go about to expound this dream".

Professor Nevo's formulation of comic catharsis as the liberation from the passions through the passions draws upon the conventions of Terentian New Comedy as refined by generations of commentators culminating in Northrop Frye: initial predicaments generating errors, perplexities and deceptions that are finally clarified to allow characters to achieve their objectives to be attained. Shakespeare, as Professor Nevo observes, tends to internalize the devices of farcical confusion and mistaken identity by relating them to the predispositions of the characters to delusion and self-deception. But this scheme works better with some of the comedies than with others. *The Comedy of Errors*, with its Platonic source and Pauline image of Ephesian sorcery and exorcism (Dr Pinch as parodic therapist), can perhaps be seen as a progress through trauma to individuation; the relationship between Petruchio and Kate in *The Taming of the Shrew* might perhaps be understood as analogous to that of therapist and patient; the movement from the notion of playful seriousness (or inaudible playfulness?) to a genuine concern with providential and miraculous schemes. Dr Riemer is not the first critic to chase his own tail in attempting to elucidate the notion of playful seriousness (or inaudible playfulness?) but he has been so perverse or evasive in the endeavour. He is a master of the carefully qualified but provocative assertion: *Measure for Measure* "may be taken, in

ment ultimately achieved by some of the characters in these plays does not seem markedly progressive.

There are other comedies, however, which resist Professor Nevo's approach more stubbornly. *The Two Gentlemen of Verona*, for instance, is commonly agreed to be an unsatisfactory play, although there are different diagnoses of its shortcomings. Professor Nevo blames it for not conforming to her prescriptions: "the farcical, exorcistic principle has got lost in the elaboration of the sentimental reversals." *Love's Labour's Lost* is a similar aberration from her scheme, its inconclusive conclusion being attributed to the failure to individualize the love-matches in over-extending the play's range of comic interest. Above all, *The Merchant of Venice* proves impossible to accommodate within the terms in which comedy is defined since "for Shakespeare the scapegoat figure is germinal for the tragedy", and the play is deemed a frustrated comedy. Here one feels that critical evaluation is sacrificed to a theory of comedy, thesis, since whatever its generic non-conformity *The Merchant of Venice* is obviously a greater achievement than *The Comedy of Errors* or *The Taming of the Shrew*.

In the following chapter, however, Professor Nevo returns to the problem of the scapegoat in the Falstaff of *The Merry Wives of Windsor* and *Henry IV*. His integration in the comic scheme of *The Merry Wives*, she points out, coincides with the ascendancy of the feminine principle, "the transfer of the comic initiative from the male to the female figures" which anticipates the dominance of the heroines in the following comedies. *The Merry Wives* is therefore presented as the pivotal play in the development of Shakespeare's comic art. It is a neat argument, but we are not told whether *The Merry Wives* is thereby a better comic art. It is a neat argument, but we are not told whether *The Merry Wives* is thereby a better comic art.

Above all, this sensitively-argued study shows that the deeper meanings inhere in the particularities of our immediate experience of the play rather than in the transference of certain visual effects of grouping, movement and gesture on the stage. This analysis is fruitful in insight. Of the jealous Leontes at the play's beginning he observes that all his scenes "are presented in specific terms of going to", "repelling others or disengaging himself from the ongoing climactic scenes, the trial of Hermione, the pastoral scene, and the statue scene, he notes how "each builds to a climax in its center that takes the form of a radical unmaking".

D. J. Palmer

D. J. Palmer is professor of English at the University of Manchester.

A period of dramatic conflict

The Revels History of Drama in English, volume two 1550-1576 by Norman Sanders, Richard Southern, T. W. Craik, Lois Potter. Methuen, £22.75. ISBN 0 416 13030 5.

The phase covered by the second volume of the Revels History of Drama in English is not generally seen as the most exciting episode of our dramatic history. 1550-1576 is still commonly treated as the tail end of the Middle Ages or the prelude to the Renaissance. This volume does not challenge the accepted value-judgment on the plays (though it makes a persuasive case for the complexity of Sholton's *Magnificence*), but it does convey the vitality of a period of conflict between emerging and residual dramatic conventions.

Like its companion volumes in the Revels History, this one is the work of several hands. Norman Sanders gives a useful, though brief, account of the turbulent social and historical context of the plays. T. W. Craik discusses what we know about the different kinds of companies and their respective repertoires. Richard Southern is, as always, a delight to read on

the conditions and conventions of performance. The substance of the volume, the section dealing with the plays themselves, is by Lois Potter, whose blend of wit and scholarship makes for good reading in this not otherwise altogether onerous area.

Dr Potter emphasizes the strangeness of a medieval drama composed of emblem, dumbshow and pageant, and hence its meaning is not determined for the audience by the framing and foregrounding permitted by the proscenium arch or the camera. In the period between 1550 and 1576, this rich plurality is narrowed in a number of ways—by the size of the professional companies and by the Protestant distrust of visual images, for instance. But while the morality tradition, which Dr Potter sees as the dominant one, loses in certain respects, it gains a new social interest from the Protestant concern with the implications of moral choice in this life, and a new flexibility from the influence of classical comedy and the experimental drama of the universities and the Inns of Court.

As the bibliography reminds us, the seminal work in this area by

Bernard Spivack and D. M. Bevington is now twenty years old. The volume, the section dealing with the vice tradition and Bevington's concern with doubling patterns and episodic structure was to prize criticism away from the novelistic approach to Renaissance drama. Instead of heaping lavish praise on any of Shakespeare's predecessors who managed to throw off the shackles of allegory, we were able to see Tudor drama as vice, precisely in so far as it was a struggle between conflicting dramatic modes. Dr Potter takes this position for granted, understanding the plays in their difference from as well as their anticipation of the more familiar modes of Shakespeare and his contemporaries. And, in her attention to the analysis within the plays of a moral conflict not only in but about language, she suggests an important direction for future research.

The volume is beautifully produced, and combines easy reference with a high degree of readability. Catherine Belsey

Catherine Belsey is lecturer in English at University College, Cardiff.

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Fellowships

UMIST
The following are to be awarded honorary fellowships on May 27: Mr Daley Thompson, the Olympic decathlete and gold medalist; Mr Jack Ashley, MP; Clare Francis, world sailor; Sir Ronald Ellis, a governor of UMIST and managing director of the Trust and Bus Group of B.I.; Dr A. Robinson, a past president of the Royal Institute of Chemistry; Dr Herchel Smith, one of the scientists mainly responsible for the invention and development of the birth control pill.



Fellowships for Jack Ashley, Clare Francis and Daley Thompson.

Grants

Bristol
Comparative animal respiration unit—£29,389 from the NERC for research into the effect of environmental stress on the metabolism and swimming activity of fish, under direction of Professor G. M. Hughes.
Botany—£23,521 from the NERC for research on the role of mycorrhizas in cycling of nutrients from dying roots under direction of Dr E. I. Newman.
Inorganic chemistry—£15,400 from the SRC for research in structural organometallic chemistry, under direction of Dr P. Woodward.

Child health—£15,000 from the Van Nette Foundation, under direction of Professor P. M. Dunn.

Mechanical engineering—£14,000 from the SRC for research into the influence of grinding and metallurgical conditions on the running properties of bearing steels, under direction of Professor C. Andrews, Dr J. S. C. Parry and Dr T. D. Howes.

Medicine—£12,185 from the British Digestive Foundation for the W. E. C. Knott Fellowship to investigate the role of refined sugar (S) in the causation of C-S gallstones, under direction of Dr K. W. Eason.

Child Health—£11,918 from the Wellcome Trust for study of the role of migration as possible cause of disease, under direction of Dr F. Carwell.

Strathclyde
Production management and manufacturing technology—£142,734 from SRC and the department of Industry Teaching Company Scheme, for work on computer aided manufacture in batch production firms.
Business School—£54,722 from the Department of Industry to Professor N. Hood, for supply of economic research study of multinational enterprises investment strategy in assisted areas in the United Kingdom and Southern Ireland.

Management and Manufacturing Technology—£6 K. Bannister and A. J. Stuart—£66,177 from the SRC for design and development of an integrated production management system.

Honorary degrees

Sheffield
The following are to be awarded honorary degrees in July:
L.D.: Emeritus Professor Sir George Grenfell Baines, formerly professor and head of the department of architecture at the University of Sheffield.
Miss Iris Murdoch, the well-known author and playwright, Sir Edgar T. Williams, pro-vice-chancellor of the University of Oxford.

L.D.: Mr Stephen Martin de Barolome, former pro-chancellor and chairman of the council of the University.
D.Sc.: Mr W. G. Faberson, chairman of the Council for the Conservation of Sheffield Antiquities.
D.Sc.: Dr R. Kay, vice-chancellor of the University of Exeter.
D.Sc.: Mr Derrick Riley, local amateur archaeologist.

Southampton
The following are to be awarded honorary degrees in April and July:
L.D.: Sir Bernard Miller, treasurer of the University and lately chairman of the John Lewis Partnership.
Mrs Shirley Williams, formerly Secretary of State for Education and Science.
DM: Dame Josephine Barnes, consultant obstetrician and gynaecologist.

Forthcoming events

"Neither Bleak House nor Lham Hall: English in the Curriculum", an inaugural lecture by Mr Harold Kinn, professor of education, will be held at the polytechnic on Monday March 4 at 6 pm in the Lecture Theatre, Bedford Way, London WC1H 0AL.

Teaching New Technology with a Social Implications, a one day conference organized by Trent Polytechnic in association with the Science Technology and Society Association, will be held at the polytechnic on Monday between 10.30 and 4 pm. Speakers include: Dr Dennis Scott, manager of the Long Range Research Centre at the GEC's High Research Centre; Dr Edward Vozan, department of liberal studies in science, Loughborough University; on biotechnology, Peter de la Haye, from Mr Charles Vane, 35 Conference, Centre for Science Studies, Trent Polytechnic, 1000 Street, Nottingham NG1 1BU.

"Education and the Work Environment" by Dr Kenneth King, a lecture being delivered on March 4 at 4.45 am in the Education at Work, being organized by the Institute of Education department of education in developing countries from March 4-5.

Belgian universities

A THREE-PAGE SPECIAL REPORT BY LIONEL COHEN

How protecting the minorities led to profusion—and confusion

No two Belgian universities are alike. There are French-language and Flemish-language State universities; French-language and Flemish-language Catholic universities; and there are "free" universities, both French and Flemish, which are expressly neither State, nor Catholic.

Then there is a division between universities which are "full-scale"—offering a comprehensive range of study programmes and research at all academic levels—and those which are "small scale", where only a part of the study programme, perhaps the first year or the whole of a limited range of study options in one or two faculties, is available.

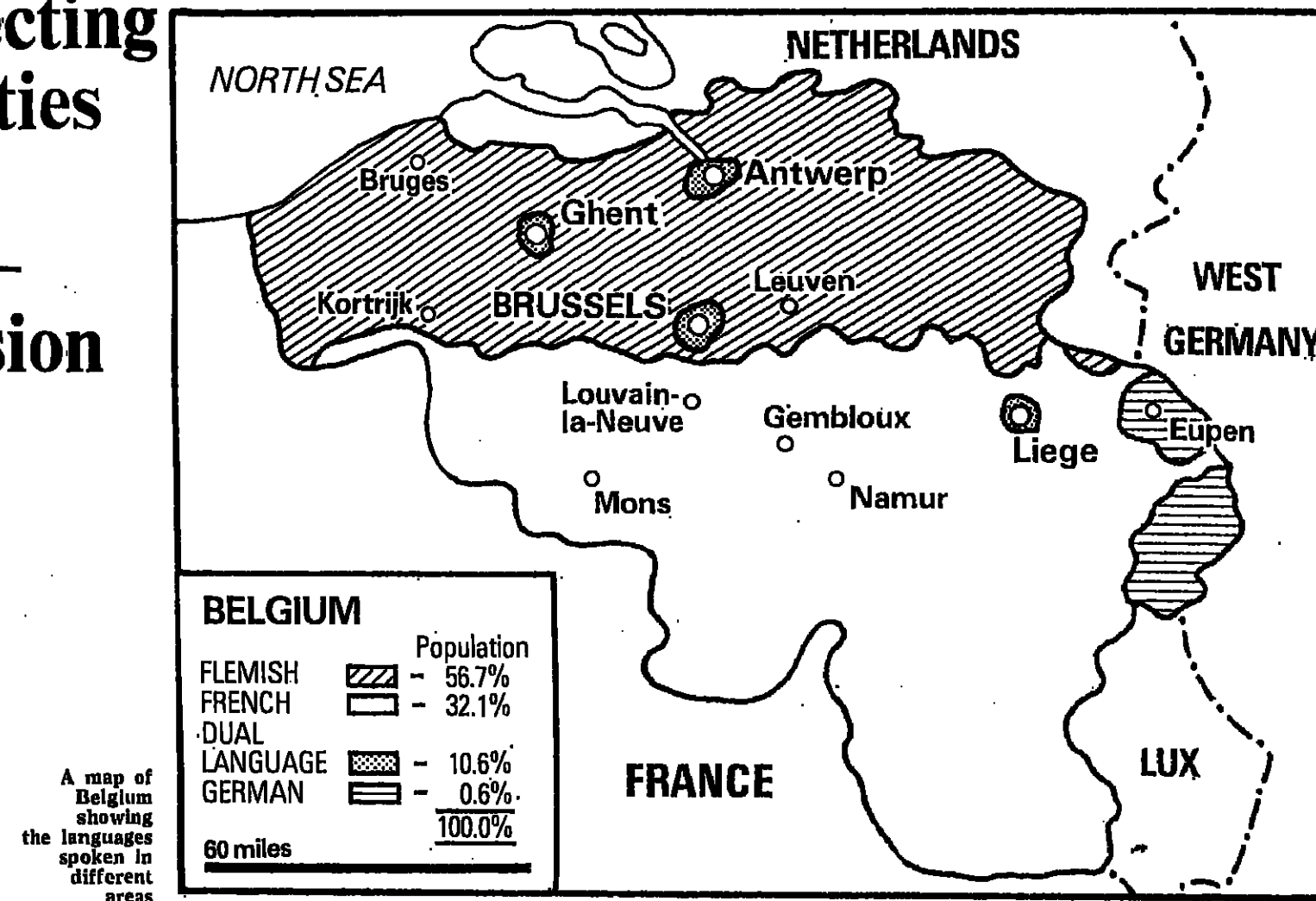
In fact, out of the 20 university-level institutions in Belgium—including the dual-language Royal Military School and the Protestant Theological Faculty—there are only six institutions which qualify for "full-scale" status. These are at Ghent (Flemish, State), Louvain-la-Neuve (French, Catholic), Leuven (Flemish, Catholic), Liège (French, State) and Brussels (French "free" and Flemish "free").

Although nearly three quarters of Belgian undergraduates are now accounted for in the enrolments of these six "full-scale" universities, it was particularly in the non-State sector that university expansion was greatest during the 1960s and early 1970s. New institutions or faculties—sometimes based on up-graded existing further education institutions—were developed in centres such as Antwerp, Ghent, Louvain-la-Neuve, Mons and Namur, while the (Flemish) University of Leuven established "first cycle" studies in some faculties at far away Kortrijk in West Flanders, to help balance the geographical distribution within the Flemish linguistic region.

It was also at this stage that the old unitary Louvain university was split into its present separate French and Flemish institutions—a process that was rapidly followed by the old unitary "Free" University of Brussels, which "in the interests of linguistic peace" divided its campus in two and set up a Flemish-language university at one end and a French-language university at the other.

To appreciate the logic of this upheaval and its typically Belgian solution to the internal divisions within the old university institutions, it must be placed in the context of a long-running political struggle between the French-language and Flemish-language political parties. In particular, the commitment of the Flemish parties to the Flemish language and preservation of Flemish culture is linked to the constitutional rights of the two majorities, and one (German) minority, language sectors of the population.

In terms of university development this rising influence of the Flemish parties was first reflected in the so-called "Nederlandsing" of the State University of Ghent just 50 years ago. But the achievement of this first step merely served to emphasize the continued imbalance between the French and Flemish higher education sectors. This was not only an imbalance as between State institutions, but also as between institutions in the "free" and Catholic sectors. As one (French-language) observer, André Philippaert, writes in 1969, "The old Louvain-Nederlands became in the whole



of Flanders the symbol of nationalism and the symbol of the French-speaking sector in community relations."

The splitting of both Louvain and Brussels into separate institutions—in both cases "full-scale"—did not greatly change the overall student distribution, though there are now signs that some of the newer, and still much smaller, institutions—such as at Antwerp—may be attracting more registrations.

Though still tiny by comparison, Antwerp's three separate (State, Free and Jesuit) university institutions combine to now draw nearly 7,000 students, some of whom have to begin their studies in one of the three faculties—first-cycle courses only in some disciplines—and then move to another institution for their last two undergraduate years. This system of switching from one university faculty or institution to another is half-way through study seems to work rather better in practice than it sounds even though, physically and geographically as well as culturally, the three institutions are widely separated, with a 20-minute bus ride between each.

Antwerp, in fact, is again a typically Belgian example in which the rigid separatism of the three small institutions has been co-opted into a long-running political struggle between the French-language and Flemish-language political parties. In particular, the commitment of the Flemish parties to the Flemish language and preservation of Flemish culture is linked to the constitutional rights of the two majorities, and one (German) minority, language sectors of the population.

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two administrations over such a short period of time. A joint inter-university committee continued to sit from time to time to try to reach agreement on such matters, as well as to administer certain common assets which for one reason or another could not be split into two parts.

In addition, the splitting of an old institution such as Louvain created common long-term dissatisfactions. The new French Catholic University of Louvain, with most of its faculties now housed in an attractive modern campus at Louvain-la-Neuve some 30 miles away from the old Louvain, does not have to battle with the kind of purse-breaking maintenance problems of the Flemish university as its staff try to find ways of keeping up with escalating repair costs for their magnificent fifteenth and sixteenth-century buildings.

Nevertheless, at (Flemish) Leuven they are optimistic for the future. "A new generation is emerging, a generation which never knew the old Louvain—a generation that never had to go through the terrible experience of the splitting of the great book collection, and for whom a much better level of cooperation is therefore possible."

In general terms, the level of co-operation between Belgian universities which are within the same linguistic sector—be they State, Free or Catholic—seems to operate at a more positive level than across linguistic divides. Outside Brussels, where official bilingualism more readily permits Franco-Flemish inter-university contacts to be formalized through a variety of committees—most university spokesmen find that the most readily achieved through the respective French or Flemish inter-university councils.

These inter-university councils, apart from recommending policy priorities to their respective education ministries, oversee and coordinate the various common service functions for "their" universities—such as the preparation of student handbooks giving a general view of study possibilities in all the universities concerned. But precisely because this inter-university councils operate in relation to each other, there are

is frequent evidence of the duplication of research expenditure in the various universities. The possibility of which comes not from central government but from provincial authorities and industrial undertakings.

It is also a matter of pride for most Belgian universities to strengthen links with their local background. Historically, the majority of Belgian students have been drawn to study in their local university and this trend, though now less general, has tended to be again reinforced outside Brussels partly by the linguistic divisions of the country and partly by the increasing cost of travel.

Also historically, the actual siting of Belgian universities has been linked not to the global distribution of population but to the needs of the particular locality. Louvain, as a university site, was favoured by the Duke of Brabant in 1425 expressly in order to serve the needs of the province and provide students with a counter-attraction to the University of Paris. Even today, Louvain is held up as an example of a "university city".

In Liège, the city council in 1914 contributed to a huge bequest of land and capital to provide for the future building of what is now the university's ultra-modern Sart Tilman complex just outside the city. Each university claims its rights on the basis of its local heritage.

Thus in Liège as in Ghent—in Louvain as in Brussels—it is the characteristic of the Belgian universities' *realpolitik* to look to central government funding essentially as a means of helping them to strengthen their local and linguistic academic base.

It is from this base area that they draw the larger part of their students and an increasing proportion of their research funds and it is in the name of this local and linguistic identity that they justify their demands for a greater share in the national higher education budget. It is this combination of factors which makes up a value-structure which is common to academic institutions throughout the country be they State, Catholic or Free, and it is this value-structure which is the backbone of the diversified Belgian system. For example, if pure research money

from central government is cut, there is always the possibility of applied research, the funding of which comes not from central government but from provincial authorities and industrial undertakings.

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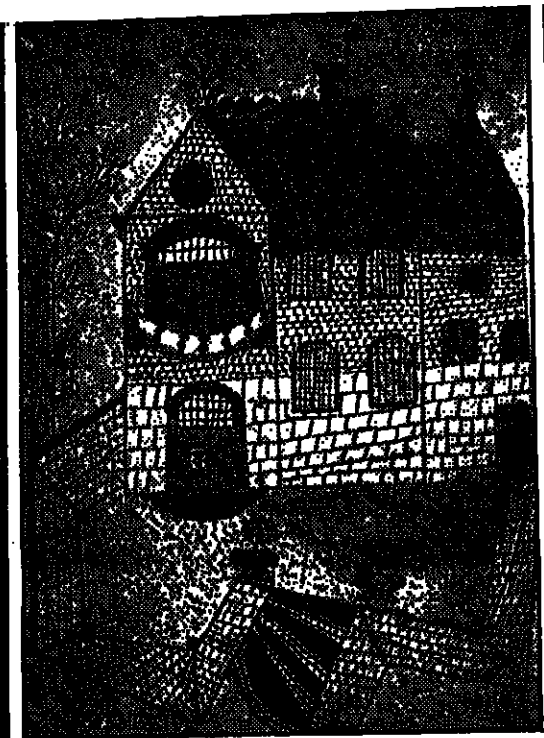
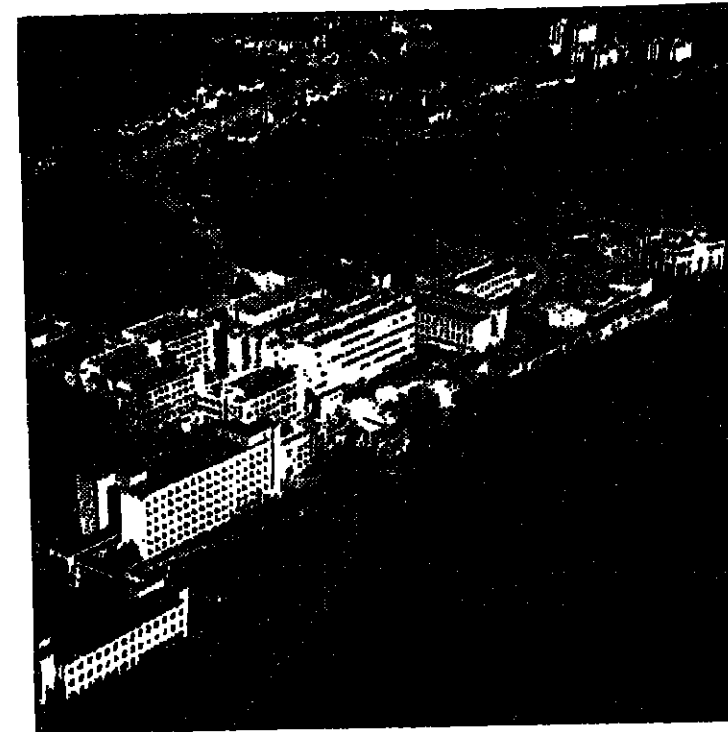
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Open University programmes February 28 to March 6

Saturday February 28

- 8.00 Introduction to pure mathematics: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 1.32, 1.33, 1.34, 1.35, 1.36, 1.37, 1.38, 1.39, 1.40, 1.41, 1.42, 1.43, 1.44, 1.45, 1.46, 1.47, 1.48, 1.49, 1.50, 1.51, 1.52, 1.53, 1.54, 1.55, 1.56, 1.57, 1.58, 1.59, 1.60, 1.61, 1.62, 1.63, 1.64, 1.65, 1.66, 1.67, 1.68, 1.69, 1.70, 1.71, 1.72, 1.73, 1.74, 1.75, 1.76, 1.77, 1.78, 1.79, 1.80, 1.81, 1.82, 1.83, 1.84, 1.85, 1.86, 1.87, 1.88, 1.89, 1.90, 1.91, 1.92, 1.93, 1.94, 1.95, 1.96, 1.97, 1.98, 1.99, 2.00, 2.01, 2.02, 2.03, 2.04, 2.05, 2.06, 2.07, 2.08, 2.09, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 2.25, 2.26, 2.27, 2.28, 2.29, 2.30, 2.31, 2.32, 2.33, 2.34, 2.35, 2.36, 2.37, 2.38, 2.39, 2.40, 2.41, 2.42, 2.43, 2.44, 2.45, 2.46, 2.47, 2.48, 2.49, 2.50, 2.51, 2.52, 2.53, 2.54, 2.55, 2.56, 2.57, 2.58, 2.59, 2.60, 2.61, 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BELGIAN UNIVERSITIES



Belgium provides variety from Liège to old Louvain to the Free University of Brussels.

Creating a distinctive style

The Free University of Brussels has avoided the mistakes of the older institutions says its rector

For the second rector of the 11-year-old Flemish-language Free University of Brussels, Professor de Schutter, newness was still both a challenge and an opportunity.

"We were lucky. Circumstances helped—by starting from scratch ten years ago, when the French and Flemish parts of the original Free University separated, we were able to avoid many of the mistakes of

which advantage had been taken of this newness to create a distinctive academic style. "Unusually for Belgium, we have a young academic staff with the average age still under 40," said Professor de Schutter. "We have benefited from this in a number of ways, though we certainly expect a massive age-group turnover in personnel in about ten years' time. Meanwhile this has been and continues to be a dynamic element in our build-up of student rolls and study programmes, and we are doing this at a time when the interest of school-leavers generally in university entry is declining.

"From a small beginning of only around 1,000 students ten years ago, we have grown to well over 5,000 now and I believe that the university is maintaining its attractiveness through emphasis on the quality of its teaching," he said.

As a teacher in the more specialised fields of international law, Professor de Schutter laid emphasis on the need to make good teaching more easily possible through a study programme built around many small classes or work groups of no more than ten to 15 students rather than traditional lectures in large auditoriums.

"The emphasis here is, above all, on the individual, while the young teaching generation helps ensure that student-student contact normally develops on a first-name basis in the course of meetings and classes," he said.

Another advantage of being new was the universities' ability to develop new forms of teaching. It adopted teaching methods which emphasised the two-way effect of the teaching process and in co-operation with the French Free University of Brussels introduced computer-aided teaching much more rapidly than the older university institutions.

"We believe that this has been an important factor in helping to maximize the success-rate of our students," said Professor de Schutter.

The student success-rate is itself very influential on the decision-making of both Belgian parents and



Professor de Schutter: emphasis on the individual

school-leavers in their choice of university—or, indeed, their choice of alternative forms of higher education—and we have therefore studied and modified all of our first-year teaching programmes to match and develop the study capacities of school-leavers.

By this means, the drop-out rates in the first year have been kept low and teaching staff have learnt a great deal from the modification of teaching methods which this required. The law faculty alone now annually enrolls over 250 first-year students and the numbers continue to increase.

The university has also made newness a positive element in its research development. New concepts, new techniques, new equipment have all been emphasized and applied to advantage. The bulk of researches have been concentrated not in the established scientific fields but in the newly developing subjects such as bio-engineering and nuclear medicine. It is the only Belgian university that sets aside part of its own money exclusively for research development.

But there have been problems for the university in establishing itself in the heart of a mainly French-speaking city. On a population basis, the Flemish universities enjoy some advantages over their French counterparts in terms of national and regional research funding, but there are serious political disadvantages at least when it comes to obtaining a building permit, particularly where, as in Brussels, these are under the control of one of the French parties. Another aspect lies in the fact that the university is "free", rather than Catholic, which in

Belgium means that certain job opportunities traditionally reserved for Catholic graduates by Catholic-controlled organizations will not be available for Free University graduates.

"This must be balanced against the very good level of understanding and cooperation that is being achieved at inter-university level," said Professor de Schutter. "This is not only cooperation between Flemish universities through the inter-university council but also, to a lesser extent, with the French universities and particularly with the adjacent (French) Free University of Brussels, with whom a computer centre—the biggest in Belgium—is jointly operated."

Like all Belgian universities, the Free University of Brussels has been forced to get cent cent in university expenditure. "It's really much worse than it sounds. We can't touch salaries—that would be antithetical—so since salaries form the larger part of our annual expenditure, this means, in effect, an actual cut of some 10 per cent in everything else. In short, the some of manoeuvre in expenditure on such things as research, teaching, books, equipment, even chalk, has been virtually eliminated," said the professor.

"What this means in real terms is that we are now daily faced with alternatives such as whether to cut heating by two degrees, or whether to cut on research or on research expenditure. In this sense we become, not economic managers, but a big school with school problems."

"Yet, in spite of this we are already the greatest Flemish enterprise in the first year have been kept low and teaching staff have learnt a great deal from the modification of teaching methods which this required. The law faculty alone now annually enrolls over 250 first-year students and the numbers continue to increase."

In the law school classes have opened to evening and weekend students in certain courses and law practicals are held on Saturdays. Reconversion courses are run for entrants who have qualified in other universities and in other subjects. "We offer special subjects offered for some older students who simply want to broaden their understanding of a particular subject."

Looking back over his period as rector, Dr de Schutter had no hesitation in saying: "I would do it again. I like the challenge and I fight for it. If I can give a 'clean ship' to my successor, I will feel that I have been successful. But nothing is going to be spectacular in my four-year history. What I would like to achieve is a real improvement in the quality of the teaching, particularly computer-orientated teaching, even if this means that I must find the courage to tell some colleagues that good teaching is really something different. But the academic world is special—we need dreamers, and believe that the university must remain the place where the impossible is possible."

Free university switches on to fleet hire project

The electric car has long fascinated ecologists as its potential as a noise-free, fume-free, space-saving and energy saving method of big-city transport. But at Brussels' Free University they have gone further in a working project which explores the possibilities of using fleets of electric cars as part of an integrated metropolitan transport system.

In a four-year study jointly funded by the Flemish and French Free Universities for the Ministries for Economic Affairs and for Brussels Economic Agglomeration, research is under way to establish the suitability of vehicles and the computer-operated hiring/parking/battery charging/distribution-control system.

The full-scale trials are due to begin this month with an increase in the fleet from 25 to 50 vehicles and a group of five parking stations due to start operation very soon. Over the next few years two further expansion plans are planned, with a further 50 vehicles and seven additional stations in January 1982 and, eventually, if it proves successful, a fleet of some 500 vehicles operating around metropolitan Brussels.

Many other Belgian cities are watching this experiment with great attention since although they have 50 mph vehicles with their own num driving range of 50 to 100 miles are not expected to replace conventional cars for long. In answer to some very wrong and misleading information, notes are being sent out to the public explaining that the cars are not as complicated as they are often made out to be. In addition, at each station, the key will produce information from the computer terminal on request, giving the availability of

Using Italian-built cars and computer equipment, it is planned to build each parking station with five parking bays and charging equipment under the control of a central computer. All vehicles will be available for public hire for a limited time and the hirer will purchase a magnetised season ticket which will operate as both a car-key and a hiring record at any parking station. In addition, at each station, the key will produce information from the computer terminal on request, giving the availability of

the electric car will be recharged while it is parked.

the electric car will be recharged while it is parked.

the electric car will be recharged while it is parked.

the electric car will be recharged while it is parked.

BELGIAN UNIVERSITIES

Breaking down the bastions of male privilege

One of the most startling changes over the last decade in Belgian universities is the way in which women students have come to dominate study areas which used to be almost exclusively reserved for men. At the same time, an overall increase in the number of women entering university has taken place while the total student population has remained relatively stable.

Philosophy and letters is still the most popular faculty for women entrants with over 2,000 enrolments in 1979 compared to a mere 483 women in veterinary science. But even 483 women veterinarians represents a 400 per cent increase since 1969 and marks a potentially revolutionary change in a profession which, until very recently, was rarely entered by women.

Like philosophy, law and education are two study areas in which the number of women students in Belgian universities has doubled over a decade, yet during the same period the number of women enrolled for degree-level courses in physical education has jumped from a mere 354 in 1969 to no less than 1,433 in 1979, with women now accounting for nearly 40 per cent of the first-year students.

Part of this development can be attributed to changes in the social and cultural background of Belgium. The traditional home-based career parameters of female school leavers, especially in the more conservative Flemish areas of northern Belgium, have given way to those who are academically able being actively encouraged to develop career prospects through higher education.

Statistics reflect this changing pattern. Between 1974/75 and 1978/79 almost the whole of the 10 per cent increase in the number of first-year students in Flemish language universities was accounted for by the rising number of female entrants, who by 1979 made up over 3,900 of the 9,931 enrolments.

By comparison, the French language universities in Belgium have long had a much higher proportion of women students than their Flemish counterparts. But although

the French language institutions overall now enrol almost as many first-year women students as men, the actual proportion of their women students has risen much more slowly. Historically French-speaking students were attracted to France. In order to try and keep the brightest students in Belgium the French language University of Louvain was founded by the Duke of Brabant in 1425.

The make-up of the student population and the study programmes in universities is also influenced by the influx of students from other countries, to which Belgium is both geographically and politically more susceptible than many other countries and which is also linked to its development as a centre for European and international institutions.

From the students' viewpoint there have been two quite separate factors which have attracted particular groups of foreign nationals to come to Belgium for a university education. In the 1960s and early 1970s, for example, there was a steady stream of students arriving from the United States, particularly in Brussels and Antwerp, where they could choose to follow long-term study programmes—often available in English—in preference to being drafted to fight in the Vietnam war.

But long before this source dried up, the Belgian universities were already at the heart of an increasing flow of young Dutch and German men and women wanting to study subjects such as medicine and veterinary science for which they had been unable to secure a place in a university in their own countries because of the numerous clause entry restrictions. A significant proportion of these students accelerated their studies in the faculties concerned.

Thus, while in 1969 a mere 15 per cent of foreign medical students in Belgium were female, by 1979 this proportion had more than doubled as the number rose from 241 to 847. In the French-language institutions the change was even sharper with almost as many women as men came from France to study medicine in Belgium in 1979. Indeed,



Traditional Flemish conservatism has given way to active encouragement of women to pursue their careers.

from Portugal, though the actual numbers were lower, women students were in the majority.

At the State University of Ghent, Dr A. Bonte, head of the student study advice bureau, has made a special study of the evolving pattern of Ghent's foreign student population. In 1930-31, which was the last year in which Ghent was a French-language institution, no less than a third of its students were drawn from abroad, mainly from France. Ten years later, at the beginning of the war, Ghent's foreign student register made up only a mere 1.6 per cent of its student enrolments. After the war this figure rose both for men and women, but not until it now accounts for no less than 6 per cent of all students, with over a third female.

State universities in Belgium, unlike the non-state institutions, are obliged to register all qualified non-Belgian students wishing to enrol, and to subsidize places for no less than 2 per cent of each institution's enrolments—has been reached, although refugees and students from developing countries are excluded from this quota.

French language institutions have enrolled a large number of students from former French territories in Africa, among whom the ratio of men to women is much higher than for foreign students coming from

Europe. This has further exaggerated the differences between the French and Flemish-language institutions in terms of the changing ratio of men to women student enrolments. In addition, Belgian and foreign students are increasingly opting for study programmes where graduate employment prospects are reasonably promising.

Employment prospects are often more important determinant of study choice for men than for women. For example, the overloading of the Belgian medical faculties—particularly in the study of dentistry—has markedly eased over the last two years as job prospects for Belgian doctors and dentists are seen to decline. This is not to say that an optimum staff-student ratio has already been generally achieved. According to the student newspaper *Veto* the recent complaint of students at the (Flemish) Catholic University of Leuven that inadequate attention has been accepted by the rector, but it is apparent that, although entry into the first-year medical faculty study programmes in most universities is falling for both men and women, the drop in the number of women entrants is very much less.

The net effect of this change is to produce a further sharp rise in the proportion of women medical

students. At the French-language Free University of Brussels, women are already in the majority in the medical faculty's first-year classes. Even more striking is the longer-term shift which has taken place in the study of pharmacy where female students outnumber the men.

Since graduation statistics also suggest that female students tend to stay the course rather better than their male counterparts, it is clear that this feminization of the Belgian student population will call for some major changes in university planning during the next two decades. In particular, the possibility of a continuance of this female-dominated trend coupled with long-term poor employment prospects for male university graduates means that pressure will be placed on all university and higher education institutions to tailor their spending programmes accordingly. It is also clear that the feminization of the Belgian student population will favour women students' favour, while pressure on male-dominated university administrations to admit more women to top faculty positions is clearly strengthening. The prospect of a Belgian woman as university rector may still be in the pipe-dream category, but the flow of women graduates must surely soon be reflected in the composition of university teaching staffs.

College with a finishing touch

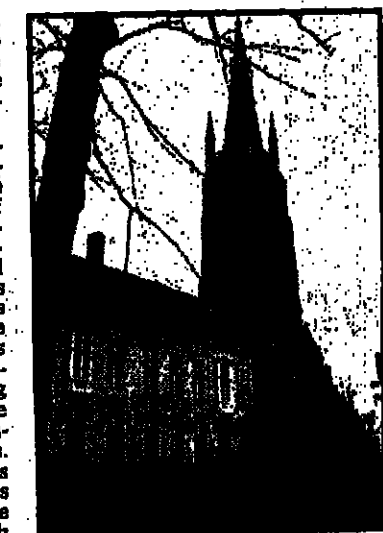
Old Bruges, a jewel of antiquity in the heart of West Flanders has no university. But it does boast an internationally famous postgraduate college for the teaching of European law and politics.

Under the presidencies of a succession of leading European personalities including the ten-year one of Jean Rey the former president of the European Commission, the College of Europe was designed to provide a training ground for potential European administrators, lawyers and diplomats. Graduate entrants to the college's one-year courses are selected by national committees and supported by government bursaries, while the €11m operating budget is jointly funded by the European Community and its member states and applicant member states. In addition financial contributions come from some countries such as Austria and Switzerland which are outside the community, but which each year send some of their potential diplomats or international civil servants to complete their studies at Bruges.

Official languages of the college are French and English, contrary to the Flemish language priority of the province. Since the majority of students and teaching staff are drawn from outside Belgium, the language rules which date back to the college's founding in 1949 have been maintained as a necessary requirement in order that teaching can be entirely carried out in a language familiar to the majority of the all-visiting professors.

Because of linguistic isolation, the student population of some 140 appears as an apart and perhaps privileged group, unable to make full contact with the history and culture of the land in which they study. Indeed, Jerzy Lukaszewski, who admits that this "island" label applies, but denies that it also constitutes a disadvantage.

"The college draws its students from all over Europe, so it offers the chance of studying and working in a pluricultural community. We were founded in 1949—the Stone Age of Europe—and in my view integration should not be a melting pot, but rather a means of preserving cultural and national diversities



Bruges: a jewel of antiquity.

within that community," he says. The possibility of preserving cultural and national diversities may not be so important as the prospect of a top international job which attracts many of the college's students to apply for enrolment. In practice the college functions as a kind of unofficial top employment agency.

"I still get announcements of vacancies in spite of all the present difficulties; from international lawyers and bankers needing staff trained in European law and used to working with other nationalities, for example; and our students, as part of their course also spend a period of training in European organizations," says Professor Lukaszewski.

This may be one reason why the popularity of the college is higher than ever after 30 years in spite of what the European Community's own opinion polls reveal about declining public support for closer integration.

Each year we receive roughly five or six times as many applicants as we have places available, though the actual balance of applications is unevenly spread across Europe. Germany and the Netherlands are especially popular in this respect, while by contrast applications from France and from now and applicant member states of the community have been particularly high," says the professor.

One result of this surplus of applicants is the need for a stiff selection process and, though the initial vetting takes place at national level, the rector looks most of the final decisions after travelling

around Europe to discuss selection with the national committees concerned.

"I am not responsible for the fact that, like 90 per cent of university students, the majority of applicants to the college are bourgeois. Our criteria for selection—and particularly for recommending bursaries—is that preference should be given to students of modest origin. If two candidates are otherwise equal but, for instance, one is the son of a successful doctor, then I accept both but let the doctor's son pay his own fees," he says.

Professor Lukaszewski makes clear that this does not imply any change of college policy in terms of keeping to an all-visiting professorate. "My contacts with similar international institutions which do have permanent staff have left me without any wish to experience the terrible problems and academic infighting which this can involve. Also the stagnation. Here in Bruges the temporary graduate assistants take over the role of tutor and provide the almost of continuity which is the one advantage that a permanent teaching staff might otherwise give."

"It is also true that we are operating on a very tight schedule. There is no 'free space' in the programme, since all courses are in principle available to every student. This can mean that if one visiting teacher has to cancel, we may have to telephone around the whole of Europe and contact 15 other professors in order to find a replacement at short notice," says Professor Lukaszewski.

Nevertheless, the rector remains optimistic for the future of the college. "I am an optimist, because I believe that all the technical problems can be overcome in the end. But the most difficult problems are power, technical; they are human," he said.

It could be argued that touching about Europe involves more than just law and politics. According to the rector, his attempts so far to try and broaden this academic base have so far met with little success.

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